Public

GREENWOOD ACADEMIES TRUST

Accessibility Plan for Nottingham Academy Secondary Site 2026-2027

Review Date: October 2026
Next Review Date October 2027

Public

Accessibility Plan 2026-2027

Introduction

This accessibility plan has been developed in alignment with the statutory planning duty outlined in the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA). It is informed by the Department for Education and Skills (DfES) guidance document *Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils* (DfES, July 2002), which provides strategic direction for improving access to educational settings for pupils with disabilities.
In addition, the plan is underpinned by the principles and requirements set forth in the following legislative and policy frameworks:

- *Children and Families Act 2014*, which introduced significant reforms to the support system for children and young people with special educational needs and disabilities (SEND), including the implementation of Education, Health and Care (EHC) plans.
- *SEND Code of Practice: 0 to 25 years* (Department for Education and Department of Health, January 2015), which offers statutory guidance for organisations working with children and young people with SEND.
- *Equality Act 2010*, which consolidates previous anti-discrimination legislation and places a duty on schools to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.

Together, these legislative and policy frameworks underpin our unwavering commitment to cultivating an inclusive educational environment that ensures equitable access, active participation, and meaningful achievement for all learners. We strive to provide a fully accessible setting that respects and embraces the diverse identities and needs of pupils, staff, parents, and visitors—irrespective of their educational background, physical or sensory abilities, social circumstances, emotional wellbeing, spiritual beliefs, or cultural heritage. Our institution is resolute in its efforts to challenge and dismantle negative perceptions surrounding disability and accessibility. We actively promote a culture rooted in awareness, empathy, and respect, fostering an ethos of tolerance and inclusion across all aspects of school life.

This Plan has been written in consultation with the Greenwood Academies Trust Board, pupils, parents, staff, and Advisory Councillors of the Academy and covers the period from September 2026-September 2027.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objectives of the Accessibility Plan

The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff, and visitors to all our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:

1. To increase the extent to which disabled students can participate in the school curriculum.
2. To improve the physical environment of Nottingham Academy to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services.
3. To improve communication to students and parents/carers.

Parent and pupil feedback plays a central role in shaping this accessibility plan. Input is gathered through structured consultation with the Local Authority and via the Assess, Plan, Do, Review (APDR) cycle, ensuring that the voices of families are actively considered throughout the planning and implementation process. This collaborative approach is designed to ensure that individual needs are identified and addressed effectively, fostering a supportive environment in which pupils and their families feel heard, valued, and satisfied with the provision in place.

Principles

- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001).
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an Accessibility Plan.
- The school recognises and values parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality. (General School Policy and SEN policy).
- The school provides all students with a broad and balanced curriculum, adapted, and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum. (Curriculum Policy/Development Plan/SEN Policy).
- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities which Nottingham Academy Secondary undertakes, and is planning to undertake, to achieve the key objectives (above).

A - Increasing the extent to which disabled students can participate in the school curriculum. We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

We will ensure the following:

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements.
- Classroom organisation
- Deployment of auxiliary aids and personnel
- Information and training for staff

B - Improving the physical environment of the school We see this as attempting to 'increase the extent to which disabled students can take advantage of education and associated services.

We will ensure the following:

- Visual improvement
- Signage
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures.
- Lighting room access

Nottingham Academy secondary school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools').

C - Provision of Information The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested (DfES Guidance 'Accessible Schools').

We will ensure the following:

- Modified examination papers
- Modified resource and support material
- ICT facilities

Related 'Nottingham Academy Secondary' Policies

The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

SEN and Disability information Policy
Admissions Policy
Pupil Behaviour and Exclusions Policy
Every Child Matters
Health and Safety Policy

Attached are Action Plans, relating to these key aspects of accessibility and the three key objectives. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.

The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team.

The Nottingham Academy Action Plan 2026-2026

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
Increasing the extent to which disabled students can participate in the school curriculum	Regular review of curriculum to ensure full accessibility. High expectations of all students. Introduction of specialist courses for targeted students (where appropriate). Year 7 on entry. Introduction offer for a Core plus option to support pupils Cognition and Learning needs Individualised KS4 timetables.	Annually On going. On going. On going.	Removal of barriers to learning and participation. Higher achievement by all. Fewer disaffected and underachieving students. Students achieve target grades/levels. Classrooms optimally organised for disabled students. Class seating plans in all subjects Students working at their own level and achieving their targets grades/levels. Placement is appropriate.	SLT MSA/BMO – (October Annually). Register will be taken to monitor attendance of key pupils. Attendance will show greater participation from identified pupils. All staff. As part of the Options programme, consider the needs of the year. group and provide accessible courses for ALL pupils limiting barriers (SCO/MSA/BMO Ongoing) All Staff

	Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases).	On going.	Teachers and LMs have the necessary training to teach and support current disabled students.	All Staff
	Personalised Learning and Assessment for Learning.	On going.	As above	BMO/MSA/VST (Ongoing all year round)
	Range of Learning and Teaching strategies facilitated by high quality ICT and Expert CPD.	On going.	As above	
	Deployment of auxiliary aids and personnel (SEN department).	When and where appropriate	As above	BMO (Ongoing all year round)
	Information and training for staff (SEN department + outside agencies).	On going.	As above	BMO (Ongoing all year round)
	The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools').	On going	As above	BMO (Ongoing all year round) BMO (Ongoing all year round)

Improving the physical environment of the school	Install portable hearing loop at reception and sign that a loop is available. Hearing Kits will be based at school to ensure fully recharged for the following day. Staff to be given training on using the loop. Install reduced height facilities. There is no immediate requirement However, if pupils who are wheelchair users join the academy reduced height facilities should be provided to ensure full access to the curriculum. Installation of rise and fall sinks for use in science and food technology. Further improvements to signage.	2026-2027 2026-2027 Annually	Hearing impaired students are fully included in the school and understand instructions. Students in wheelchairs can access all the curriculum safely. Students, staff, and visitors can make their way safely around the site.	MWA/JEL (Ongoing all year round). MWA/JEL (Ongoing all year round). MWA/JEL (Ongoing all year round).
	Lift maintained as per lift company's specifications. Yellow markings (paint) on all steps (look also at external step nosing's) *Update- Nottingham Academy to meet all DDA requirements.* *The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible schools'*	On going. On going	Students, staff, and visitors can make their way safely around the site. To meet DDA standards	MWA/JEL (Ongoing all year round). MWA/JEL (Ongoing all year round).

Provision of Information - Communication	Examination papers – GCSEs are modified. Resource material is modified. This includes a translation to home language option on the school website. Information for visitors with disabilities in writing on arrival.	Annually Annually On going	Good links between exams officer and SEND CL- EAA coordinator. Staff are following advice and students are receiving modified material. Clear information including disabled parking availability, accessible WC provision, a portable induction loop, etc.	JCO/RAD/BMO/CLE (Ongoing all year round). JCO, Curriculum leaders (Ongoing all year round). KKA/CGO (Administration team in reception Ongoing all year round).

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.

The Academy Brochure will refer to this Accessibility Plan. The Academy's Complaints Procedure covers the Accessibility Plan. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory). The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP. The Academy will work in partnership with all stakeholders in developing and implementing this plan. The Plan will be monitored by Ofsted as part of their inspection cycle.

Resources

Equality Act 2010
DDA (As amended by the SEN and Disability Act 2001)
SEND Code of Practice (2015)
Regulatory Reform (fire Safety) Order 2005
Building Bulletin 104: Area Guidelines for SEND and Alternative Provision
Building Bulletin 103: Area guidelines for Mainstream Schools
Building Regulations Approved Document M - Access to and Use of Buildings (2004) British Standard BS9999:2008 - Code of practice for fire safety in the design, management, and use of buildings.
British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.

Gov.Uk Fire Safety Risk Assessment- Escape for Disabled People

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf

LABC Building Regulations in Practice - Accessible Toilets by David Spooner

http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf

Signed

Principal _____

Academy Advisory Council/Academy Trust _____

Appendix 1

ACCESSIBILITY PLAN QUESTIONNAIRE

As part of our drive to continually develop our school and to maintain our statutory duties, we are renewing the school's Accessibility Plan. This allows us to ensure that we are meeting the needs of all who attend and visit The Bridge School. Back in 2018 staff were also consulted via a questionnaire and shared ideas on how access could be improved. Your thoughts and suggestions would also be greatly appreciated now. Please complete the questionnaire below if you feel we could do anything as a school to improve the access provision we offer. Many thanks.

Q1. Are there any areas around school that could be changed to improve access? This could be areas inside the school building and/or the wider school site.

Q2. Are there any other suggestions or comments you would like to make to improve accessibility?

E.g. at specific times of the school day, to the physical environment, signage around school for pupils, staff, and visitors.

Q3. We are all really looking forward to welcoming back visitors for larger school events. Are there any events or times in the school year that need further consideration in terms of accessibility?

Q4. Are there any other suggestions or comments you would like to make to improve accessibility for all out our school?