City Academy Whitehawk
Accessibility Plan

Executive Headteacher: Thomas McMorrin
Head of School: Florella Scozzafava
Assistant Headteacher for Inclusion (SENDCo): Gabrielle Gosztonyi
Chair of Local Academy Board and LAB Member for SEND: Janis Taylor

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City Academy Whitehawk

Accessibility Plan 2026 - 2029

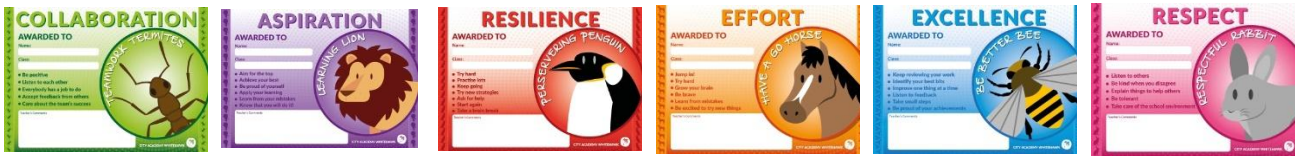


Mission

Our mission is to provide an outstanding education that enables every child to be the very best they can be. We strive to develop children's aspirations, self-belief and self-esteem within a safe, secure and stimulating learning environment, where all pupils benefit from consistently high-quality learning opportunities.

We are committed to ensuring that all children are "Next Phase Ready". Our SEND, Quality of Education and Personal Development provision is designed to prepare every child for life beyond City Academy Whitehawk. We are determined that all children, both in and out of school, develop and embody our CAW Qualities and the behaviours that underpin them.

As a school community, we come together each week to celebrate and explore our CAW Qualities, highlighting what they look like in practice. For example, we discuss how qualities such as respect are demonstrated through everyday actions and interactions.



The Accessibility Plan

This plan outlines the school's approach to accessibility and the actions it will take to promote an inclusive environment for pupils, staff, parents, carers and visitors.

This Accessibility Plan has been developed in accordance with the requirements of the Equality Act 2010. Under Schedule 10 of the Act, schools are required to prepare and implement an accessibility plan to improve access for disabled pupils over time. The Governing Body and Local Academy Board are responsible for overseeing the implementation, monitoring and review of this plan.

The school is committed to promoting equality of opportunity and making reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. Consideration of accessibility is embedded throughout school life and reflects the school's wider commitment to inclusion, participation and achievement for all.

This plan sets out how the school will continue to improve access for disabled pupils in the three areas required by the Equality Act 2010:
a) Increasing the extent to which disabled pupils can participate in the curriculum;
b) Improving the physical environment of the school to enable disabled pupils to take greater advantage of education, benefits, facilities and services provided;
c) Improving the availability of accessible information for disabled pupils, parents, carers and visitors.
The plan will be monitored regularly and reviewed at least every three years to ensure that it continues to reflect the needs of the school community and current legislation.

Context

We are a primary academy for children from Nursery to Year 6. The academy is a two-form entry school from Reception to Year 6, and the Nursery accommodates two cohorts of up to 16 children attending 2.5 days per week. The school comprises a single building situated on a large site. There are a number of different levels throughout the building, including three main stairwells and several smaller staircases. A lift provides access between the ground and first floors. The main entrance to the school is wheelchair accessible. There are two accessible toilets located in different areas of the school. One accessible toilet is equipped with a changing bed to support pupils who require assistance with transfers between a wheelchair and another seated position.

Current Needs

We currently have no wheelchair users on roll. We do have pupils with mobility needs and ensure that reasonable adjustments and appropriate support are in place to enable them to access all aspects of school life. We also have pupils with hearing impairments, including some who wear hearing aids, and pupils with visual impairments, including Cerebral Visual Impairment (CVI). We work closely with parents/carers and relevant external agencies to ensure that pupils receive appropriate support, care and any necessary adaptations to meet their individual needs.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- SEND Code of Practice: 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- Relevant Department for Education (DfE) guidance

It is a requirement that the school's Accessibility Plan is appropriately resourced, implemented, monitored, reviewed and revised as necessary. Progress against the plan will be reported on regularly. The action plan below outlines how the school will address the priorities identified.

Accessibility Plan 2026-2029

Improving Curriculum Access					
Target	Action	Responsibility	Time Frame	Resources	Success Criteria/Evaluation
To develop a CPD programme that ensures staff are knowledgeable about the needs of pupils with SEND and disabilities and are able to implement effective strategies to support their access to learning.	Staff training requirements identified through Line Management Meetings and School Improvement Plan (SIP). Organise training and support from relevant professionals and external agencies such as BHISS Autism & Language Team, BHISS SEMH Team, BHISS Educational Psychologists, School Nurse. Ensure staff have access to continuing professional development relating to SEND, inclusion and accessibility.	SLT Appraisers Governors	On-Going	Staff meetings. INSET time. Directed time. External agency support. School CPD budget	Staff demonstrate confidence in adapting teaching and implementing strategies to meet the needs of pupils with SEND and disabilities. Teaching is inclusive and accessible for all learners.
To ensure that classrooms and learning environments are organised to maximise participation, independence and access to learning for all pupils, including those with disabilities.	Review and adapt classroom layouts, furniture and equipment where required. Maintain effective liaison with external agencies supporting pupils with disabilities. Maintain productive communication with parents/carers. Provide staff training where specific needs are identified. Deploy support staff effectively.	Class teachers SENDCo SLT Support Staff Premises Manager Subject Leaders	On-going Before the start of academic year	Furniture and equipment adaptations as required. Specialist resources and technology. Staff time.	Access to learning is maximised for all pupils. Pupils with additional needs and disabilities participate fully in classroom activities. Learning environments promote

	Source and utilise specialist equipment, resources and assistive technology where appropriate. Ensure accessibility of teaching spaces and support safe and efficient transitions between learning environments. Curriculum leaders consider accessibility and inclusion when monitoring curriculum delivery. Review learning environments annually in light of the needs of pupils on roll.				independence and engagement.
To ensure that extracurricular activities, educational visits and off-site learning opportunities are accessible and inclusive for all pupils.	Consider accessibility when planning educational visits and activities. Implement reasonable adjustments where appropriate. Complete individual risk assessments and required educational visits documentation. Seek approval from SLT as required. Consult with parents/carers regarding support strategies. Review activities in light of inclusion and identify any barriers to participation.	EVC Leader SENDCo Class teacher Support Staff SLT Parents/carers	On-Going	Additional staffing where required. Specialist equipment where required. Visit planning time.	Risks are identified and reduced appropriately. Reasonable adjustments are implemented where required. Pupils can participate safely and successfully in educational visits and extracurricular activities.
To ensure that effective interventions and targeted support are implemented to	Deliver a range of evidence-informed interventions to meet identified needs.	SENDCo SLT Teachers	On-going	Release time for meetings.	Pupils receive appropriate support

meet the needs of individual pupils.	Review and update Individual Support Plans (ISPs), Individual Behaviour Plans (IBPs) and provision maps termly in collaboration with pupils, parents/carers and relevant professionals where appropriate. Analyse assessment information to inform intervention decisions. Monitor the quality of teaching to ensure effective Quality First Teaching. Hold termly pupil progress meetings to review interventions and outcomes. Provide training for intervention programmes where required. Deploy specialist staff and professionals to address barriers to learning and progress.	Support Staff Welfare Manager Governors Key Professionals		CPD budget Intervention resources.	matched to their needs. Pupils make progress from their individual starting points. Where progress is limited, barriers are identified and appropriate actions are implemented.

Improving Physical Access					
Target	Action	Responsibility	Time Frame	Resources	Success Criteria/Evaluation
To identify and respond effectively to the access needs of pupils, staff, governors, parents/carers and visitors with disabilities.	Develop and review individual access plans where required. Ensure staff are aware of any reasonable adjustments needed to support access. Invite parents/carers and visitors to inform the school of any access requirements in advance where possible through school communications and visitor procedures.	SLT	On-going	Staff time to create and review plans.	Pupils, staff, governors, parents/carers and visitors are able to access the school environment and participate fully in school life.
To ensure safe access to and movement around the school environment for all members of the school community.	Maintain and regularly check safety markings, including stair safety lines. Ensure internal and external lighting is fully operational. Keep pathways, entrances, corridors and communal areas clear and free from obstacles. Ensure individuals with physical disabilities are aware of relevant access arrangements. Report and address any accessibility concerns promptly through established health and safety procedures.	Premises Manager SLT & office staff Health and Safety Leader Governors	On-going	Premises budget. Designated maintenance time.	The school site remains safe, accessible and well maintained for all members of the school community.

To ensure the safe evacuation of all stakeholders, including those with physical disabilities, during emergency situations.	Develop and review Personal Emergency Evacuation Plans (PEEPs) where required. Share relevant information with staff and other appropriate stakeholders. Conduct regular fire drills and review outcomes. Ensure staff understand their responsibilities during emergency evacuations. Undertake regular health and safety checks and environment walks.	SENDCo All staff Head teacher Premises Manager Governors	Ongoing, with annual review of PEEPs and following any significant change or fire drill	Staff time.	All stakeholders can be evacuated safely in the event of an emergency. Staff are aware of procedures and responsibilities.
To ensure that outdoor environments, resources and equipment are accessible and inclusive for all pupils wherever possible.	Consider the needs of pupils with disabilities when purchasing, developing or reviewing outdoor resources and equipment. Raise and address accessibility concerns promptly. Seek advice from relevant professionals to improve access for pupils with complex physical, sensory or additional needs. Consider accessibility within future playground and outdoor development projects.	All staff SENDCo Early Years Leader SLT	On-Going	Outdoor equipment budget. Capital improvement funding as required.	Pupils are able to access and participate in a wide range of outdoor learning, physical activity and play opportunities appropriate to their needs.

Improving Delivery of Written Information					
Target	Action	Responsibility	Time Frame	Resources	Success Criteria/Evaluation
To ensure that information is accessible to all pupils, parents/carers, staff and visitors through the provision of appropriate alternative formats where required.	Ensure the school is aware of services and resources available to support the conversion of written information into alternative formats. Provide information in accessible formats where requested, including larger print, simplified layouts, translated materials or alternative methods of communication where appropriate. Respond promptly to requests for accessible information from pupils, parents/carers, staff and visitors.	SLT and Office staff	On-Going	External support services as required. Staff time to adapt materials.	Written information is available in formats that meet the needs of pupils, parents/carers, staff and visitors.
To ensure accessibility for pupils with visual impairments through appropriate adaptations, resources and support.	Obtain and implement advice from relevant external agencies, including the Sensory Needs Service, regarding accessible formats, specialist resources and assistive technology. Adapt learning materials where appropriate, including enlarging text, simplifying page layouts, reducing visual clutter and providing alternative formats. Purchase specialist resources and software where required. Provide appropriate training for staff supporting pupils with visual	Class teachers SENDCo BHISS Sensory Needs Service SLT	On-Going	Budget for specialist resources and software. Staff training budget. Time to prepare and adapt materials.	Learning materials are appropriately adapted to meet individual needs. Staff understand and implement recommended strategies. Pupils are able to access learning materials safely and effectively.

	impairments, including Cerebral Visual Impairment (CVI). Review provision regularly to ensure strategies remain effective and appropriate.				
To ensure that the school website and other published information are accessible to all users.	Regularly review information published on the school website to ensure accessibility and compliance with current requirements. Ensure key information is easy to locate, read and access. Consider accessibility when developing or updating website content and online communications. Respond to feedback regarding accessibility and make improvements where appropriate.	Head teacher All contributors to the web-site SLT Governing Body	On-going and reviewed annually	Time to plan appropriate website information	The website is accessible to people with a range of disabilities.