



Under Schedule 10 of the Equality Act 2010, your academy must have a written Accessibility Plan, keep it under review and revise it where necessary. The plan must address three areas:

1. **Curriculum** – increasing disabled pupils' participation in the curriculum.
2. **Physical environment** – improving accessibility so disabled pupils can benefit from the education, facilities and services provided.
3. **Information** – improving the delivery of information to disabled pupils in an accessible way.

DFE also confirms that academies must prepare an accessibility plan and publish information about it.

Accessibility Plan 2027–2029

Academy: Stone Soup Academy

Provision: Secondary Alternative Provision Academy – Dual Registered

Number of pupils:

Plan period: September 2026 – August 2029

Responsible Lead: SENCO-Michelle Bramhall

Senior Leader: Younes Henini

Approved by:

Date approved:

Review date: Annually, with a full review by August 2029

1. Purpose

This Accessibility Plan sets out the academy's commitment to improving accessibility and removing barriers to learning, participation and achievement for disabled pupils and pupils with additional needs.

The academy recognises that disability and additional needs can create barriers that are:

- physical
- sensory
- communication-related
- cognitive
- emotional
- behavioural
- social
- environmental
- technological
- related to attendance, engagement and participation.

As a secondary Alternative Provision setting, the academy recognises that pupils may have complex and overlapping needs. These may include autism, ADHD, communication and interaction needs, hearing or visual impairment, social, emotional and mental health needs, and the effects of trauma.

The academy will therefore seek to develop an environment in which accessibility is considered proactively rather than relying solely on individual adjustments after a barrier has been identified.

This plan should be read alongside the academy's:

- SEND Information Report
- SEND Policy
- Equality Policy/Objectives
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Medical/Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Teaching and Learning Policy
- Attendance Policy
- Exam Access Arrangements Policy
- Educational Visits Policy
- Accessibility and/or ICT policies
- Health and Safety and Emergency Evacuation procedures.

2. Legislative and policy framework

This Accessibility Plan is developed with regard to the academy's duties under the Equality Act 2010, particularly Schedule 10 concerning accessibility for disabled pupils.

The academy will have regard to the need to:

1. increase the extent to which disabled pupils can participate in the curriculum;
2. improve the physical environment to increase the extent to which disabled pupils can take advantage of education, facilities and services;
3. improve the delivery of information to disabled pupils in formats that are accessible to them.

The academy will also have regard to relevant Department for Education guidance, including current SEND guidance and guidance relating specifically to SEND and Alternative Provision.

The plan will be reviewed annually and amended where necessary in response to:

- changes in pupil need;
- new pupils joining the academy;
- feedback from pupils, parents/carers and staff;
- accessibility audits;
- incidents or near misses;
- changes to the physical environment;
- developments in assistive technology;
- changes in legislation or DfE guidance;
- findings from self-evaluation and external review

3. Academy context

The academy provides secondary Alternative Provision for approximately 110 pupils and operates within a dual-registration model.

The pupil population includes young people with a range of identified and emerging needs, including:

- Autism Spectrum Condition
- ADHD
- speech, language and communication needs
- hearing impairment
- visual impairment
- social, emotional and mental health needs
- trauma and adverse childhood experiences
- sensory processing differences
- difficulties with executive functioning
- difficulties with emotional regulation
- barriers associated with previous negative educational experiences.

The academy recognises that pupils may experience more than one area of need and that a diagnosis is not required for the academy to identify and remove an accessibility barrier.

Accessibility will therefore be considered through a needs-led and pupil-centred approach.

4. Vision

The academy aims to be an environment where pupils can:

- enter and move around the academy safely;
- understand what is happening and what is expected of them;
- communicate their needs;
- access teaching and learning;
- regulate their emotions and sensory needs;
- access information in an appropriate format;
- participate in enrichment, trips and wider academy life;
- demonstrate their knowledge and skills without unnecessary barriers;
- develop independence and confidence;
- successfully prepare for their next stage of education, employment, training or adulthood.

The academy will seek to move from a model of responding to barriers towards one of **inclusive design and anticipatory planning**.

We will focus on the **Core elements of inclusive design** This guidance draws on 10 core elements of inclusive design that can support children and young people, especially those with SEND, to achieve and thrive

5. Strategic priorities 2026–2029

The academy's Accessibility Plan will focus on six strategic priorities.

Priority 1 – Curriculum and teaching accessibility

Improve access to learning through adaptive teaching, reasonable adjustments, accessible resources and evidence-informed inclusive practice.

Priority 2 – Communication and information

Ensure pupils can understand and access the information required to participate successfully in academy life.

Priority 3 – Sensory and emotional accessibility

Develop environments and approaches that recognise sensory differences, autism, ADHD, SEMH and trauma-related needs.

Priority 4 – Physical accessibility

Systematically identify and address barriers within the academy site, including access, movement, lighting, acoustics, signage, toilets, evacuation arrangements and specialist facilities.

Priority 5 – Participation and wider academy life

Ensure disabled pupils can participate in enrichment, trips, careers education, work-related learning, examinations, social activities and transition arrangements.

Priority 6 – Staff expertise, monitoring and accountability

Develop staff confidence and consistency in identifying barriers, making reasonable adjustments and evaluating their impact.

6. Three-year action plan

CURRICULUM AND TEACHING

Objective	Actions	Lead	Timescale	Success criteria / evidence
Improve accessibility of classroom teaching	Complete an accessibility review of teaching and learning across subjects	SENCO / SLT	Autumn 2026	Review completed and priorities identified

Develop consistent adaptive teaching	Establish academy-wide expectations for chunking, modelling, scaffolding, visual support, processing time and checking understanding	SENCO / Teaching & Learning Lead	2026–27	Strategies evident in learning observations
Reduce barriers caused by executive-function difficulties	Develop consistent approaches to organisation, task initiation, transitions, deadlines and equipment	SENCO / Curriculum Leads	2026–27	Improved pupil independence and task engagement
Improve accessibility for autistic pupils	Develop consistent use of predictable routines, visual structure, explicit expectations and preparation for change	SENCO	2026–27	Pupil/staff feedback demonstrates improved predictability
Improve accessibility for pupils with ADHD	Review classroom environments, task length, movement opportunities, attention supports and organisational systems	SENCO / Curriculum Leads	2026–27	Increased engagement and reduced avoidable barriers
Improve communication accessibility	Review language used in teaching, written instructions and assessment materials	SENCO / English Lead	2026–27	Staff use clearer, accessible instructions
Improve access to assessment	Review assessment arrangements and ensure reasonable adjustments are implemented consistently	SENCO / Exams Lead	Annually	Appropriate arrangements documented and implemented
Increase independence	Gradually reduce adult prompting where appropriate and explicitly teach independent strategies	SENCO / Teachers	2027–28	Increased evidence of independent learning

Review curriculum accessibility	Annual curriculum accessibility audit with pupil voice	SENCO / SLT	Annually	Audit completed and actions incorporated into academy improvement planning
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7. COMMUNICATION AND INFORMATION

Objective	Actions	Lead	Timescale	Success criteria / evidence
Ensure information is accessible to pupils with communication needs	Develop guidance for accessible written and verbal communication	SENCO / Communication Lead	2026–27	Staff consistently use agreed approaches
Improve visual accessibility	Review fonts, contrast, layout, colour use, symbols and visual clutter in pupil-facing materials	SENCO / IT / Curriculum Leads	2026–27	Accessible-resource checklist implemented
Improve access for visually impaired pupils	Identify individual requirements and ensure appropriate technology/resources are available	SENCO / IT	2026–27	Individual adjustments documented and reviewed
Improve access for hearing-impaired pupils	Review classroom acoustics, positioning, visual communication and assistive equipment	SENCO / Site Lead	2026–27	Identified adjustments implemented
Improve digital accessibility	Audit academy platforms and digital learning resources for accessibility	IT / SENCO	2027–28	Accessibility issues identified and addressed

Ensure key academy information is accessible	Review letters, timetables, policies, behaviour expectations, safeguarding information and pupil guides	SENCO / Admin	2026–27	Accessible versions available where required
Develop individual communication profiles	Ensure pupils requiring specific communication approaches have these recorded and shared appropriately	SENCO	Ongoing	Staff can identify and implement communication adjustments
Strengthen pupil voice	Provide accessible mechanisms for pupils to report barriers and request support	SENCO / Pastoral Team	2026–27	Termly pupil accessibility feedback

8. SENSORY, SEMH AND TRAUMA-INFORMED ACCESSIBILITY

Objective	Actions	Lead	Timescale	Success criteria / evidence
Improve sensory accessibility	Complete a sensory audit of classrooms and shared spaces	SENCO / Occupational Therapy advice where available	2026–27	Sensory barriers mapped

Develop calm/regulation spaces	Review provision of appropriate low-stimulation spaces and regulation resources	SLT / SENCO	2026–27	Accessible regulation provision available
Improve understanding of sensory overload	Staff training on sensory processing, autism and environmental triggers	SENCO	Annually	Staff training completed
Strengthen trauma-informed practice	Review routines, language, consequences and adult responses through a trauma-informed accessibility lens	SLT / Pastoral Lead	2026–27	Consistent approaches evident
Reduce avoidable escalation	Identify environmental and communication triggers that can create distress	SENCO / Pastoral Team	Ongoing	Individual plans identify preventative strategies
Improve transition accessibility	Provide advance information and structured preparation for changes in staff, rooms, routines and activities	SENCO / Pastoral Team	Ongoing	Reduced distress associated with transitions
Support emotional regulation	Ensure pupils have access to agreed regulation strategies without unnecessary stigma	SENCO / Pastoral	2026–29	Pupils report improved access to regulation support
Review behaviour systems	Ensure behaviour expectations and consequences take account of reasonable adjustments and disability-related barriers	SLT / SENCO	Annually	Evidence of reasonable adjustments and reduced disproportionate barriers

9. PHYSICAL ENVIRONMENT

Objective	Actions	Lead	Timescale	Success criteria / evidence
Establish a whole-site accessibility baseline	Complete an accessibility audit of the academy site	Site Lead / SENCO / SLT	Autumn 2026	Written audit and prioritised action plan
Improve physical access	Identify barriers affecting pupils with mobility, visual or sensory needs	Site Lead	2026–27	Priority adaptations completed
Review entrances and circulation	Assess entrances, corridors, stairs, doorways and movement around the site	Site Lead	2026–27	Barriers addressed or managed
Improve signage and wayfinding	Review signage using accessible visual principles	Site Lead / SENCO	2027–28	Clear, consistent signage
Review lighting	Identify areas where lighting creates sensory or visual barriers	Site Lead	2027–28	Adjustments implemented where appropriate
Review acoustics	Identify areas where noise or reverberation affects hearing, communication or regulation	Site Lead / SENCO	2027–28	Priority areas improved
Review toilets/changing facilities	Assess accessibility and suitability of facilities for pupils with disabilities	Site Lead / SLT	2026–27	Facilities meet identified pupil needs
Review evacuation arrangements	Ensure PEEPs/individual evacuation arrangements are accessible and understood	SENCO / DSL / Site Lead	Annually	Plans current and tested
Include accessibility in estate planning	Ensure accessibility is considered when maintenance, refurbishment or capital projects are planned	Principal / Site Lead	2026–29	Accessibility incorporated into capital planning
Consider sensory-friendly external areas	Explore opportunities for quieter and more accessible outdoor spaces	SLT / Site Lead	2028–29	Improvements made where resources allow

10. PARTICIPATION, ENRICHMENT AND WIDER ACADEMY LIFE

Objective	Actions	Lead	Timescale	Success criteria / evidence
Ensure educational visits are accessible	Introduce an accessibility check as part of trip planning	Educational Visits Lead / SENCO	2026–27	Accessibility considered for every visit
Improve access to enrichment	Audit clubs, enrichment and activities for accessibility barriers	SENCO / Enrichment Lead	2027–28	Increased participation
Ensure careers education is accessible	Review careers activities, employer encounters, work experience and destinations planning	Careers Lead / SENCO	Annually	Individual adjustments recorded
Improve transition into the academy	Develop accessible transition information and visits for pupils entering AP	SENCO / Admissions / Pastoral	Ongoing	Improved transition feedback
Improve transition beyond AP	Ensure receiving settings understand accessibility needs and successful adjustments	SENCO / Careers / DSL	Ongoing	Effective transfer information
Support pupil voice	Establish regular opportunities for pupils to identify accessibility barriers	SENCO / Student Voice Lead	Termly	Actions generated from pupil feedback
Monitor participation	Monitor participation in curriculum, enrichment, trips and wider opportunities by disability/SEND where appropriate and lawful	SENCO / SLT	Annually	Gaps identified and addressed

11. STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Objective	Actions	Lead	Timescale	Success criteria / evidence
Increase staff knowledge of accessibility duties	Annual refresher on Equality Act, reasonable adjustments and accessibility	SENCO / SLT	Annually	Staff training completed
Improve autism practice	Training on autism, sensory differences, communication and environmental accessibility	SENCO	2026–27	Staff confidence improves
Improve ADHD practice	Training on executive functioning, attention, organisation and regulation	SENCO	2027–28	Consistent classroom strategies
Strengthen communication practice	Training on speech, language and communication needs	SENCO / SaLT where available	2027–28	Staff use accessible communication
Strengthen trauma-informed practice	Whole-staff professional development	SLT / Pastoral Lead	2026–27	Consistent trauma-informed approaches
Develop specialist expertise	Identify staff requiring additional training relating to hearing/visual impairment and assistive technology	SENCO	Annually	Appropriate expertise available
Share successful practice	Establish SEND/accessibility practice-sharing within staff meetings	SENCO	Ongoing	Evidence of shared practice

12. PUPIL VOICE AND PARENT/CARER ENGAGEMENT

The academy will ensure that accessibility planning is informed by the lived experience of pupils.

This will include:

- accessible pupil questionnaires;
- individual pupil discussions;
- SEND reviews;
- parent/carer feedback;
- staff feedback;
- observation of pupils navigating the academy;
- review of incidents and near misses;
- feedback following trips and transitions.

Where appropriate, pupils will be asked:

- What makes learning difficult for you?
- What helps you learn?
- What makes you feel overwhelmed?
- Is there anywhere in the academy that is difficult to access?
- Is information given to you in a way you understand?
- What helps you move between lessons?
- What helps you regulate?
- What would make the academy easier for you to access?
- What adjustments help you demonstrate what you know?

The academy will use this information to inform annual reviews of the Accessibility Plan.

13. Monitoring and evaluation

The SENCO will coordinate monitoring of this plan, working with the Principal/Headteacher, SLT, site team, curriculum leaders and governors/trustees as appropriate.

Monitoring will include:

- accessibility audits;
- learning walks;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- attendance and engagement information;
- participation in enrichment and trips;
- behaviour and incident data;
- exclusion/suspension data;
- complaints or concerns relating to accessibility;
- examination/access arrangement information;
- individual pupil reviews;

- records of reasonable adjustments;
- physical environment reviews.

The academy will distinguish between **actions completed** and **actions that have had an identifiable positive impact**.

Success will therefore be measured through outcomes such as:

- increased participation;
- improved engagement;
- improved pupil independence;
- reduced avoidable barriers;
- improved attendance where accessibility has been a barrier;
- reduced incidents associated with environmental or communication difficulties;
- improved pupil confidence;
- improved staff confidence;
- positive pupil/parent feedback.

14. Annual review cycle

Autumn Term

- Review previous year's actions.
- Complete/update accessibility audit.
- Identify new pupil needs.
- Review the physical environment.
- Gather pupil and parent/carers voice.
- Confirm annual priorities.

Spring Term

- Monitor implementation.
- Review staff training.
- Evaluate impact of key actions.
- Address emerging barriers.
- Report progress to SLT/governance.

Summer Term

- Evaluate progress against success criteria.
- Gather pupil/staff/parent feedback.
- Update action plan.
- Identify priorities for the following academic year.
- Report on progress through appropriate governance arrangements.

15. Three-year implementation phases

Year 1 – 2026/27: Establish and strengthen

The first year will focus on establishing a strong baseline.

Key actions:

- whole-site accessibility audit;
- curriculum accessibility audit;
- sensory audit;
- review of communication accessibility;
- review of reasonable adjustments;
- review of evacuation arrangements;
- staff training;
- pupil accessibility profiles;
- establishment of systematic pupil voice;
- identification of priority physical adaptations;
- establishment of monitoring measures.

Year 2 – 2027/28: Develop and embed

The second year will focus on embedding consistent practice.

Key actions:

- evaluate Year 1 impact;
- strengthen adaptive teaching;
- develop digital accessibility;
- improve communication systems;
- implement priority physical adaptations;
- strengthen hearing/visual accessibility;
- develop enrichment and careers accessibility;
- expand staff expertise;
- improve pupil independence.

Year 3 – 2028/29: Evaluate and sustain

The third year will focus on sustainability and longer-term improvement.

Key actions:

- evaluate the impact of the three-year plan;
- complete a new whole-site accessibility review;

- evaluate pupil participation;
- review curriculum accessibility;
- evaluate staff confidence;
- evaluate physical adaptations;
- identify remaining barriers;
- incorporate accessibility into future academy/trust improvement and estate planning;
- consult pupils, parents/carers and staff;
- prepare the next three-year Accessibility Plan

16. Governance and accountability

The Accessibility Plan will be overseen by the academy's senior leadership and appropriate governance arrangements.

The SENCO will provide regular updates regarding:

- progress against actions;
- emerging accessibility issues;
- pupil voice;
- reasonable adjustments;
- staff training;
- physical environment priorities;
- impact on participation and outcomes.

The academy will ensure that adequate consideration is given to the resources required to implement the plan.

Where actions require capital expenditure, these will be considered alongside the academy's wider estate, maintenance and improvement planning.

17. Equality and inclusion statement

The academy is committed to ensuring that disability is not a barrier to participation, achievement or belonging.

Reasonable adjustments will be considered on an individual basis and the academy will seek to anticipate barriers wherever reasonably practicable.

The academy recognises that accessibility is not solely about physical access. For pupils in Alternative Provision, accessibility may also depend upon:

- relationships with trusted adults;
- predictable routines;
- communication;

- emotional safety;
- sensory regulation;
- appropriate challenge;
- flexibility;
- assistive technology;
- accessible curriculum design;
- transition support;
- opportunities to develop independence.

The academy will therefore seek to create an environment in which pupils can access education with dignity, safety and increasing independence.

18. Review and approval

Date approved:

Approved by:

Position:

Date of next annual review:

Full plan review: August 2029

SENCO:

Principal/Headteacher:

Chair of Governors/Trustee: