



The Green Flying High Academy

Accessibility Plan 2025-2026

Issued September 2025 To be reviewed November 2026

Section 1: Vision statement

It is a Requirement under the Equality Act 2010 for schools to have an accessibility plan to focus on focus on the physical environment, curriculum, and written information. The Purpose of this to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The plan will be shared on the school website and in the Governor Annual Impact Statement and will be monitored by the Governing Body through their meetings. It will be monitored through P&F

Section 2: Access to the curriculum

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils.
- Increase provision for pupils identified as having ASD

Section 3: Access to information

- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

Section 4: Access audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Section 5: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupil's personal care needs are adhered to appropriately.
- To ensure medication is administered and specific needs/diagnosis are identified

Access to our Curriculum

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Complete by: | Success criteria |
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| <p>Increase access to the curriculum for pupils with a disability.</p> | <ul style="list-style-type: none"> • Additional adult support to meet the diverse needs of pupils with medical conditions. • Staff have received appropriate training. • Strong partnership with parents to ensure children attend and achieve in school. • Strong celebration culture around diversity and difference. • Reasonable adjustments are made to ensure inclusivity where ever possible | <ul style="list-style-type: none"> • Children attend regularly. • Equality for all children-safe happy valued children. • Enjoyment and empowered to learn. • Specialist equipment used to support individual pupils. • Children achieve ARE • Children participate in all areas of the curriculum (M) | <ul style="list-style-type: none"> • Staff CPD where appropriate. • Medical plans in place and updated. • Educational visits/ sch events to be planned with inclusivity in mind. • PE specialists aware of pupils with additional needs. | <p>SENDCO</p> | <p>Annual/as necessary</p> | <ul style="list-style-type: none"> • Good attendance • Health care plans identified and written with parents and relevant health care professionals • Children have equal access to curriculum and facilities. • Children feel valued and a celebrated member of the school community. • Children can access all areas of the curriculum despite disabilities. |

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| <p>Improve and maintain access to the physical environment.</p> | <ul style="list-style-type: none"> • Check School Buildings are accessible. • Disabled pupils/families have access arrangements for the main entrance • Outside areas are accessible for all. | <ul style="list-style-type: none"> • Ensure that equal access is in place on the site and the curriculum • Potential barriers for children, staff and parents are removed where possible. | <ul style="list-style-type: none"> • Continue to speak to pupils, parents and staff about access arrangements and what their needs are. | <p>All staff</p> | <p>As necessary</p> | <ul style="list-style-type: none"> • No barriers to physically hinder access to site. • Partnership with parents is evident. • Staff, pupils and parents feel empowered. |
| <p>Improve the delivery of written information to pupils and parents.</p> | <ul style="list-style-type: none"> • Different formats of information available on request e.g. larger font. • A range of options available for information sharing- printed/electronic • Support on request to access information. | <ul style="list-style-type: none"> • Make parents aware that information can be made available in different formats. | <ul style="list-style-type: none"> • On request-letters to be available in large print, on coloured paper. • Office to support parents with accessing information when required e.g. support with reading information/completing forms | <p>Office Staff/SENCO</p> | <p>As necessary</p> | <ul style="list-style-type: none"> • All pupils and parents can access information |
| <p>Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.</p> | <ul style="list-style-type: none"> • Children are identified and offered specific interventions to meet their need. • Close liaison with health professionals. • Interventions possibilities identified. | <ul style="list-style-type: none"> • motor interventions provided. • Individual gross motor plans carried out when necessary | <ul style="list-style-type: none"> • Baselines and progress to be monitored. • Equipment to be checked to ensure safety. • New equipment identified and purchased. | <p>SENCO</p> | <p>When required by specific child</p> | <ul style="list-style-type: none"> • Pupils receive an intervention to meet their area of need. • Impact on the progress of children within all areas of the curriculum. |

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| <p>Create effective learning environments for all pupils.</p> | <ul style="list-style-type: none"> • Staff are aware of children who have been identified as having a learning difference or specific need. • The learning environment underpins positive relationships. The children feel valued. • The environment is a safe place. | <ul style="list-style-type: none"> • Investigate pupil's learning preferences. • Seek advice relating to signs and symbols • Continue to screen and investigate pupil preferences. | <ul style="list-style-type: none"> • Ensure consistent use of Dyslexia friendly resources throughout school. • Complete Inclusive QFT audit • Ensure that staff are aware of the problem colours for identified children and that these are limited as much as possible. | <p>SLT SENCO</p> | <p>Ongoing</p> | <ul style="list-style-type: none"> • Learning differences are identified. • Progress is made. |
| <p>Identify provision for pupils identified as having ASD.</p> | <ul style="list-style-type: none"> • Staff are aware of children who have a diagnosis of ASD • Staff have a good understanding of their needs. | <ul style="list-style-type: none"> • Ensure that provision is in place to meet the needs of children with ASD. • Funding applied for where necessary. • Liaison with health professions. • ASD strategies and Sensory audits completed. • Ensure Scholar pack is up to date with ASD diagnosis | <ul style="list-style-type: none"> • CPD training events. • Provision is identified for pupils with ASD. • Sensory audits to inform practise. | <p>SENDCO Class Teachers</p> | <p>When required.</p> | <ul style="list-style-type: none"> • Children with a diagnosis of ASD are part of the school and their class. |

Access to Information

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|--|---|---------------------------------|-----------------------------|--|
| <p>Ensure that information about the needs of pupils is shared effectively throughout school.</p> | <ul style="list-style-type: none"> • Formal and informal meetings with all members of staff that work with named children. • Regular email contact between class teachers, TAs and the SENCO team. • Transition notes from previous class teacher regarding all pupils. • Information sent from school to school regarding pupils that transfer. • Medical details accessible by all staff via Scholar Pack and the office. | <ul style="list-style-type: none"> • Develop and extend the use of pupil profiles to record and pass information about children identified as having a SEN, disability or specific medical need. To include: pen portraits, SEMH plans, SEND plans and PEEPS. | <ul style="list-style-type: none"> • Continue to use pupil profiles as a method of passing 'quick read' information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including middays) • Continue to develop the use of SEND plans, SEMH plans and use of Routes to inclusion • To update disability list termly (in line with the SEN register) • Health Care Plans updated (or when any significant changes occur) for pupils with medical needs. • Health Care Plans shared with relevant staff and displayed in the identified place. | <p>SENCO Class Teachers</p> | <p>Termly</p> | <ul style="list-style-type: none"> • All staff can meet the needs of the children and pass relevant information on. |

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| <p>To make information on the schools SEND policy and local offer accessible for parents.</p> | <ul style="list-style-type: none"> Information on the schools SEND provision available to all on request and on the school website. | <ul style="list-style-type: none"> To ensure the relevant updates are made to policies and parents can access these. To ensure new parents are signposted to the relevant area of the website. | <ul style="list-style-type: none"> To update the SEN policy annually and provide opportunities to discuss this with parent on request. <p>Publish the school's</p> <ul style="list-style-type: none"> local offer on the school website and Derbyshire LA local offer website Policies and SEND information is updated and posted on the schools website. | <p>SENDCO</p> | <p>Annually</p> | <ul style="list-style-type: none"> SEND information is accessible. |
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Access to medical, care and safety needs

| <i>Feature For example:</i> | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|--|---|-------------------------------|-----------------------------|
| <p>To ensure safe evacuation of pupils and staff</p> | <ul style="list-style-type: none"> Evacuation plans are in place: Fire, Internal/ external lock downs Site evacuations. All staff and children are aware and familiar with procedures. Site evacuations are discussed with the children. New staff informed. | <ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff Fire and lockdown plans are practised termly. | <p>SENCO</p> <p>All staff</p> | <p>Annual</p> <p>Termly</p> |

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| <p>Pupil's personal care needs are adhered to appropriately</p> | <ul style="list-style-type: none"> Personal care requirements are highlighted and reviewed regularly and the relevant staff have appropriate training to meet these needs. | <ul style="list-style-type: none"> Water supply risk assessed for Legionella disease and cleaned. Relevant staff to receive training on safe changing and intimate personal care needs. Children are highlighted as having a need. Health care plans are put into place Regular liaison with parents is in place. | <p>Site manager SENDCO</p> | <p>Every 3 months</p> <p>As new pupils arrive</p> <p>Termly</p> |
| <p>To ensure medication is administered.</p> | <ul style="list-style-type: none"> The medical needs of all children are highlighted and staff are aware. | <ul style="list-style-type: none"> Medication and any relevant equipment such as sharp bins are contained securely within a designated area. | <p>Office staff Class teachers Teaching Assistants</p> | <p>As necessary</p> |
| <p>Specific needs/ diagnosis are identified.</p> | <ul style="list-style-type: none"> Children who have a medical diagnosis/ need are identified and plans are put into place to meet their needs | <ul style="list-style-type: none"> Children are highlighted as having a need. Health care plans are put into place. Regular liaison with parents is in place. | <p>SENDCO</p> <p>All Staff</p> | <p>As new pupils arrive</p> <p>Termly</p> |