



Connor Downs
Academy

Connor Downs Academy

Accessibility Plan

2025 / 2026

Contents

[Statement of intent](#)

1. [Planning duty 1: Curriculum](#)
2. [Planning duty 2: Physical environment](#)
3. [Planning duty 3: Information](#)

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of Connor Downs Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The hub council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head of school and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	Mrs Eddy (Head of School)	September 2025
	Date:	_____

_____	Mrs Diane Brown Chair of hub council	September 2025
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Next Review Date: September 2026

Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	School needs to determine if relevant staff have skills to support with new pupils joining the school with SEND	Audit current skills of staff and provide INSET to staff members. Training for teachers on differentiating / scaffolding the curriculum as required.	Head of school/ External advisors/SENDSCO	Autumn 2024	Staff members have the skills to deliver the curriculum to, and support children with SEND	Autumn 2025
Medium term	Extra-curricular activity opportunities are not wholly accessibly for individuals with some physical impairments.	The needs of future pupils with physical impairments or current pupils, whose circumstances change, will be reviewed as staff learn of impairments. Changes to allow for the greatest level of participation will be made as the review recommends.	Teachers/ SENDSCO/external providers	Spring 2024	Planning of school trips takes into account pupils with SEND	Summer 2025

Long term	To assess future pupils needs against the curriculum to assess accessibility,	Make reasonable adjustments to the curriculum for pupils with DSEN as required.	Head of school/ICT Manager/SEN DCO	Autumn 2024	Pupils with DSEN can access the curriculum fully.	Summer 2025

Planning duty 2: Physical environment



Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Review Personal Emergency Evacuation Plans for pupils with physical difficulties	Identify all exit routes for pupils with physical difficulties	SENDCO/ Teachers/Teaching Assistants	Autumn 2024	Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties.	Spring 2025
Medium term	Wheelchair users to access all off site activities.	Identify off site issues and resolve them in liaison with parent/carer/pupil	SENDCO/ Teachers/Teaching Assistants	Spring 2025	Fully inclusive off site activities.	Summer 2025
Long term	Persons with hearing loss are not warned of fire by alarms	Consider replacement of fire warning systems.	School business manager/building contractors	Summer 2025	Visual and audible alarm systems are present.	Autumn 2026

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management are aware that some information provided is not easily accessible for families and pupils who do not have internet access	Audit of information delivery procedures – provide alternative delivery system for such families who do not have internet access.	SEND/CO/ICT manager	Autumn 2024	School is aware of accessibility gaps to its information delivery procedures	Summer 2025
Medium term	Some written information is not accessible to people with visual impairments	Provide written information in alternative formats including 'easy read', 'large print' or 'symbols'.	SEND/CO/ICT manager	Spring 2024	Written information is fully accessible to all with visual impairments	Summer 2025
Long term	People with DSEN may not be able to fully access all areas of the School website.	Audit of website	ICT manager	Summer 2025	Website is fully accessible	Autumn 2026