



Accessibility Plan

Date of Policy creation	Spring Term 2025
Policy Lead	Claire Jones
Date of Policy adoption by Governing body	Spring Term 2025
Frequency of review	4 Year plan Reviewed Annually
Date reviewed	Spring 2026
Due for review	Spring 2027

Purpose of this plan

The purpose of this plan is to show the steps Doxey Academy will be taking in

- **Improving access to the school curriculum for pupils with a disability**
- **Improving access to written materials for pupils and families**
- **Improving access to the physical environment for pupils with a disability**

The plan sets out actions to be taken over the next four years and will be reviewed annually and monitored by the governing body.

Definition of a disability

A person has a disability if he or she has a mental impairment that has a substantial and long-term adverse effect on his or hers ability to carry out normal day-to-day activities.

Principles

The vision for Doxey Academy states that we want our children to be ‘... well-rounded individuals with a clear sense of identity and individuality. We want them to have positive self-esteem, great ambition for themselves and a strong internal motivation to embark upon any path in life they wish to. We want them to make good choices and to be intrinsically driven to do the right thing, even when they face adversity. They will be proud of their community and make a positive contribution to society. Throughout their time with us they will have learnt to celebrate differences and show empathy to everyone they encounter in life. ‘

The academy offers a broad and balanced curriculum that is differentiated, personalised and age appropriate. Reasonable adjustments are made to the curriculum to ensure that no pupil is treated less favourably or put at a substantial disadvantage.

Equality Act

Compliance with the Equality Act is consistent with our setting’s aims, policies and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting pupils at a substantial disadvantage
- To publish an accessibility plan

Governors have regard to the Equality Act 2010

11.01 & 11.05

Doxey Academy

Accessibility Plan

Improving access to the school curriculum for pupils with a disability			
Accessibility outcome	Action to be taken	Persons responsible	Outcome/impact
In line with whole school SEIP ensure that all pupils make at least expected progress	<ul style="list-style-type: none"> Regular pupil progress meetings Relevant and purposeful interventions and individual plans in place for specific children Curriculum review in all subjects 	HT and SENCO Class teachers Subject leaders	March 2026 Standards in school are rising, KS2 SATS results were among top 10% nationally Curriculum review is complete
Raise awareness and understanding of disability and SEND across the school	<ul style="list-style-type: none"> Review personal development curriculum to include IDE (Inclusivity, Diversity, Equality) Regular assemblies on diversity, equality and inclusion Regular assemblies on mental health Appropriate CPD in response to needs within the school population Regular asthma and EpiPen training 	DHT DHT SENCo H and S lead	March 2026 Regular assemblies have taken place throughout the year, personal development curriculum in place. All training is up to date including Autism Awareness training.
Pupil's individual faiths and beliefs are understood and catered for	<ul style="list-style-type: none"> CPD for staff in requirements of religious beliefs of pupils Accurate information on Arbor Appropriate and sensitive arrangements made for children who do not access RE Appropriate arrangements made for children who do not access parts of school life due to religious 	RE lead/Inclusion Lead School office Class teachers	March 2026 EAL information is now regularly monitored in SLT meetings Alternative arrangements made at Christmas and Easter

	requirements e.g. fasting during Ramadam		
--	--	--	--

Improving access to written materials for pupils and families			
Accessibility outcome	Action to be taken	Persons responsible	Outcome/impact
Pupils and families who are new to the country or for whom English is a second language have access to information about the school and communications from school	<ul style="list-style-type: none"> Continue to use Dojo to message parents as this enable translation Welcome pack for new entrants with visual information about timings of the day, PE kit etc Use of IT to enable dynamic translations Accurate information on Arbor 	<p>All staff</p> <p>Inclusion Lead</p>	<p>March 2026</p> <p>Welcome packs are in production with additional information included and available to all staff. Learning mentor is alerted to new arrivals and monitors how these children settle into school</p>

Improving access to the physical environment for pupils with a disability			
Accessibility outcome	Action to be taken	Persons responsible	Outcome/impact
Ensure that the physical environment of classrooms and interventions rooms reduces cognitive overload and sensory stress	<ul style="list-style-type: none"> Replace carpets and tables where possible Regular sensory audits Maintain lighting and AV equipment Minimise displays Redecorate classrooms and intervention spaces with neutral colours 	<p>HT</p> <p>SENCo and class teachers</p> <p>HT</p> <p>Class teachers</p> <p>HT</p>	<p>March 2026</p> <p>Re-decoration work begun in summer holidays, display board removed from corridors to reduce sensory overload.</p> <p>Intervention space created for Y4 enabling children to access the curriculum</p>