



RESPECT. RESILIENCE. INTEGRITY.

Accessibility Plan 2026 to 2029

DATE APPROVED

24 September 2026

NEXT DOCUMENT REVIEW

July 2027

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Applies to:	All pupils aged 11-16 within the proposed capacity of 108, staff, parents, carers and visitors. Registered site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

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Introduction

LCE Academy is committed to creating an inclusive environment in which all pupils, staff, parents, carers and visitors are treated with dignity, respect and fairness. The Academy recognises that every individual has unique strengths and may require different levels of support to participate fully in education and school life.

As a specialist setting supporting pupils with Social, Emotional and Mental Health (SEMH) needs, the Academy understands that accessibility extends beyond the physical environment. Effective accessibility also includes removing barriers to learning, communication, emotional regulation and participation through high-quality teaching, therapeutic practice and reasonable adjustments.

The Academy aims to develop confident, resilient and successful young people by ensuring that disability or additional need is never a barrier to achieving individual potential. This Accessibility Plan sets out how LCE Academy will continue to improve access over a three-year period by: increasing access to the curriculum for disabled pupils; improving access to the physical environment of the school; and improving the availability of information for pupils, parents, carers and visitors with disabilities.

This plan should be read alongside the Academy's SEND Policy, Admissions Policy, Behaviour Policy, Health and Safety Policy and Complaints Policy.

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Purpose

The purpose of this Accessibility Plan is to demonstrate how LCE Academy will fulfil its duties under the Equality Act 2010 by planning strategically to improve access for disabled pupils. The plan also supports the Academy's wider duty to consider reasonable adjustments for disabled staff, parents/carers and visitors. The Academy is committed to ensuring that disabled pupils can participate fully in school life; barriers are anticipated and removed wherever reasonable; the curriculum is accessible through adaptive teaching and personalised support; the physical environment continues to develop; information is available in formats that meet individual communication needs; and accessibility is embedded within school improvement planning and reviewed regularly.

Accessibility planning is an ongoing process rather than a one-off exercise. Accessibility considerations inform decisions about curriculum, staffing, premises, resources, technology and wider school provision.

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Legislative Framework

This Accessibility Plan has been prepared with regard to the following legislation and guidance:

- Equality Act 2010, including sections 6, 20 and 85
- Schedule 10 to the Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015, updated September 2024)
- Education (Independent School Standards) Regulations 2014 (as amended)

- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- The Regulatory Reform (Fire Safety) Order 2005
- Department for Education guidance relating to accessibility, equality and special educational needs.

In accordance with the Equality Act 2010, the Academy will prepare and implement an Accessibility Plan that addresses:

- 1 Increasing the extent to which disabled pupils can participate in the curriculum.
- 2 Improving the physical environment to increase the extent to which disabled pupils can take advantage of the education, benefits, facilities and services provided or offered by the school.
- 3 Improving the delivery of information to disabled pupils so that it is accessible within a reasonable time and in ways determined by their disabilities. The Academy will also consider reasonable adjustments for disabled staff, parents/carers and visitors.

Life Changing Education Ltd, as sole legal proprietor, has overall responsibility, exercised through Krystian Liptrot as Chair of the proprietor board and company, for ensuring that the Academy complies with these statutory duties. The governing body provides recorded advice and challenge, but proprietor accountability remains with Life Changing Education Ltd.

4 Definition of Disability

For the purposes of this policy, disability is defined in accordance with Section 6 of the Equality Act 2010. A person is considered disabled if they have:

“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.”

Within LCE Academy this may include, but is not limited to: physical disabilities; sensory impairments; long-term medical conditions; autism spectrum condition (ASC); attention deficit hyperactivity disorder (ADHD); speech, language and communication needs; learning difficulties or disabilities; social, emotional and mental health needs where these meet the definition of disability under the Equality Act.

The Academy recognises that many pupils experience multiple needs and that effective provision requires a holistic understanding of each young person’s strengths, barriers and aspirations.

5 LCE Academy’s Commitment

In line with the Academy’s values, accessibility is based upon the principles of inclusion, dignity, respect, ambition and personalised support.

The Academy is committed to: creating a welcoming and inclusive learning environment; identifying barriers to participation at the earliest opportunity; making reasonable adjustments wherever practicable; promoting equality of opportunity for all pupils; preventing discrimination, harassment and victimisation; encouraging

independence and preparation for adulthood; working collaboratively with families and external professionals; ensuring pupils are able to access educational visits, enrichment opportunities and extracurricular activities; reviewing accessibility arrangements as part of continuous school improvement.

For pupils with SEMH needs, accessibility also includes providing emotionally safe environments, predictable routines, trauma-informed practice, sensory regulation opportunities and positive relationships that enable pupils to engage successfully with education. Accessibility is therefore recognised as both a legal responsibility and a fundamental aspect of delivering outstanding education and care.

6 Roles and Responsibilities

6.1 Proprietor

The Proprietor has overall responsibility for ensuring that LCE Academy complies with its duties under the Equality Act 2010 and the Independent School Standards Regulations.

The Proprietor will: approve and review this Accessibility Plan at least annually; ensure sufficient resources are available to implement the actions identified within this plan; monitor progress against the Accessibility Action Plan; ensure accessibility forms part of the Academy's strategic development; receive reports from the Headteacher regarding accessibility, inclusion and equality; ensure reasonable adjustments are considered whenever significant changes are made to the school environment or curriculum.

6.2 Headteacher

The Headteacher has day-to-day responsibility for implementing this Accessibility Plan.

The Headteacher will: promote an inclusive culture throughout the Academy; ensure reasonable adjustments are implemented where appropriate; oversee admissions arrangements to ensure pupils with disabilities are not disadvantaged; allocate staffing and resources to meet identified needs; monitor the quality of adaptive teaching and inclusive practice; ensure staff receive appropriate training relating to SEND, disability and accessibility; commission accessibility audits where appropriate; report annually to the Proprietor on progress against this plan.

6.3 SENDCo

The SENDCo will: identify barriers to learning and participation; coordinate accessibility arrangements for pupils with SEND and disabilities; oversee Education, Health and Care Plan (EHCP) provision where applicable; advise staff regarding reasonable adjustments; work collaboratively with parents, carers and external professionals; monitor the effectiveness of interventions and accessibility arrangements; support annual reviews and transition planning. The SENDCO will ensure that appropriate examination access arrangements are identified, evidenced and applied for in accordance with the relevant awarding-body and JCQ requirements.

6.4 Teaching Staff

All teachers are responsible for ensuring that lessons are accessible and inclusive.

Teachers will: plan lessons using adaptive teaching strategies; provide reasonable adjustments in line with pupil need; use a range of communication methods to support understanding; provide differentiated resources where appropriate; implement agreed accessibility strategies consistently; monitor the progress of pupils requiring additional support; contribute to reviews of accessibility arrangements. Accessibility is recognised as a responsibility of every classroom practitioner rather than solely the SEND team.

6.5 Pastoral and Therapeutic Staff

Pastoral staff play a central role in ensuring pupils are able to access learning successfully.

They will: support emotional regulation; reduce barriers associated with anxiety and attendance; contribute to personalised support plans; work with families to promote successful engagement; advise staff regarding trauma-informed practice; contribute to risk assessments and transition planning.

6.6 Premises Lead

The Premises Lead, Ryan Osbaldeston, will: maintain safe and accessible premises; undertake regular accessibility inspections; identify physical barriers to access; ensure emergency evacuation procedures remain appropriate; maintain accessibility equipment; and report any concerns promptly to the Headteacher.

6.7 Administrative Staff

Administrative staff will: provide information in accessible formats where requested; support effective communication with parents and carers; ensure visitors requiring reasonable adjustments are accommodated; maintain confidentiality when handling disability-related information.

6.8 Pupils

Pupils are encouraged to contribute to creating an inclusive school community.

They are expected to: demonstrate respect towards others; support inclusive practice; report any accessibility concerns to staff; contribute to pupil voice activities relating to equality and inclusion.

6.9 Parents and Carers

Parents and carers are recognised as essential partners in promoting accessibility. They are encouraged to: share relevant information regarding their child's needs; participate in review meetings; inform the Academy of changes in circumstances; and work collaboratively with staff to identify effective reasonable adjustments.

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Current Accessibility Arrangements

LCE Academy has premises arrangements in place and planned systems for first admission to promote accessibility and inclusion. Operational evidence will be completed and checked as each system is implemented.

Curriculum

The Academy's planned opening model will provide: personalised learning programmes; carefully selected interventions; classes of up to six; a high adult-to-pupil ratio; adaptive teaching; differentiated and accessible resources; therapeutic support integrated with education; graduated SEND support; individual behaviour

and support plans where required; examination access arrangements evidenced and applied for in accordance with awarding-body and JCQ requirements; and close partnership working with external agencies.

Learning Environment

The Academy seeks to provide: calm and well-structured classrooms; predictable routines; low-arousal learning spaces where appropriate; visual timetables and structured communication; opportunities for sensory regulation; flexible seating arrangements; positive behaviour support strategies.

Physical Environment

The Academy reviews accessibility through regular audits of entrances, exits, circulation, classrooms, welfare facilities, lighting, acoustics, signage, outdoor space and evacuation. The Academy provides six self-contained pupil toilets, two on each floor, each with its own washbasin and internal lock. The ground-floor plan identifies an accessible pupil toilet. On the first floor, the two pupil toilets are beside the stairs and medical-room entrance; three separate unisex staff toilets are behind the maglock off the main corridor and share a washbasin. Medical accommodation is provided on the ground and first floors, with washing facilities and nearby toilets. The first-floor medical room is separate from the electrical DB room. Medical accommodation remains available for examination, treatment and short-term care and is excluded from teaching capacity. The rear outdoor area measures 20 metres by 20 metres and has a concrete surface. The perimeter fencing programme completes on 19 October 2026. Supervised pupil use is limited to 54 pupils in the secured 10:30-13:30 window without vehicle movement. The accessibility audit and functional checks are retained in the premises evidence and repeated after material change. Pupil-specific reasonable adjustments and PEEPs are completed before or at admission and reviewed after drills, incidents or material change.

Communication

Information is provided through a variety of methods, including: face-to-face meetings; telephone communication; email; written correspondence; the Academy website. Where appropriate, information will be made available in alternative formats, including large print, simplified language or electronic formats, to meet individual needs. The Academy recognises that effective communication is essential to ensuring equality of access for pupils, parents, carers and visitors.

8

Increasing Access to the Curriculum

LCE Academy is committed to ensuring that every pupil is able to access a broad, balanced and ambitious curriculum regardless of disability, special educational needs or additional barriers to learning. The Academy recognises that accessibility extends beyond physical access and includes removing barriers to learning, communication, emotional regulation, attendance and participation. Curriculum accessibility is achieved through high-quality teaching, personalised learning, therapeutic approaches and reasonable adjustments tailored to individual needs.

8.1 Personalised Curriculum Planning

Every pupil will have their individual needs identified as part of the admissions and induction process.

Where appropriate, information from Education, Health and Care Plans (EHCPs), previous educational settings, educational psychology reports, speech and language assessments, occupational therapy reports, medical professionals, parents/carers and the pupil will be used to develop an individual programme of support. Each pupil's plan records the overlapping Belonging, Mattering and Progression responses required by subject or strand, using the definitions in the Curriculum Pathways Overview. Subject attainment and qualification routes are recorded separately; responses are reviewed every six weeks and adjusted sooner where needed. Reasonable adjustments will also be reviewed to ensure that they remain appropriate and effective.

8.2 Adaptive Teaching

Teachers will use adaptive teaching strategies to ensure learning is accessible to all pupils. Strategies may include: clear learning objectives; scaffolded activities; chunked instructions; visual supports; modelling and worked examples; flexible grouping; adapted questioning; additional processing time; assistive technology where appropriate; differentiated recording methods; structured routines. Adaptive teaching will enable pupils to work towards ambitious learning outcomes whilst recognising individual starting points.

8.3 Communication

Many pupils attending LCE Academy may experience communication difficulties alongside SEMH needs. Staff will use clear and concise language, visual prompts, written and verbal instructions, check-for-understanding techniques, consistent routines, chunked instructions, vocabulary pre-teaching and additional processing time. Helen Potts is the full-time in-house SaLT practitioner and leads the staged pathway from information gathering and transition observation through universal screening, informal or formal assessment where indicated, communication of outcomes, universal classroom support, staff training, targeted or direct intervention and review. Assessment and intervention choices are based on the pupil's age, presenting need, validity and response; alternative methods of communication are considered where required.

English as an additional language (EAL) is assessed separately from SEND and from subject attainment. Staff establish proficiency in listening, speaking, reading and writing, consider prior education and literacy in other languages, and use an interpreter or translated information where needed. Teachers pre-teach essential vocabulary, chunk and model language, use visuals and structured talk, check understanding and offer accessible ways to respond while retaining the intended subject ambition. The in-house SaLT practitioner strengthens universal communication-friendly practice and contributes where evidence indicates speech, language and communication need; EAL alone is not treated as SEND. English proficiency and subject knowledge are reviewed separately.

8.4 Emotional Wellbeing and Regulation

The Academy recognises that emotional wellbeing has a direct impact upon pupils' ability to access learning. Staff will therefore promote accessibility through: trauma-informed practice; emotionally available adults; restorative approaches; predictable routines; clear expectations; positive relationships; de-escalation strategies; emotionally safe learning environments. Behaviour will be understood as a form of communication and reasonable adjustments will always be considered before behavioural sanctions are applied.

8.5 Sensory Regulation

Where sensory needs impact upon learning, reasonable adjustments may include: access to quiet workspaces; sensory regulation equipment; movement breaks; flexible seating; ear defenders; reduced environmental distractions; personalised regulation plans. The Academy recognises that effective self-regulation increases engagement, attendance and educational outcomes.

8.6 Assessment

Assessment arrangements will be sufficiently flexible to allow pupils to demonstrate their learning. This may include: additional time; rest breaks; alternative methods of recording; use of technology; readers or scribes where appropriate; access arrangements approved in accordance with JCQ guidance. Assessment information will be used to inform future planning rather than simply measure attainment.

8.7 Attendance and Engagement

Where disability or additional needs affect attendance, the Academy will work collaboratively with pupils, families and external professionals to identify barriers and implement supportive strategies. This may include: phased reintegration; personalised timetables; therapeutic intervention; mentoring; alternative learning environments where appropriate. The Academy's aim is always to maximise engagement whilst maintaining high expectations for attendance and participation.

8.8 Educational Visits and Enrichment

LCE Academy believes that all pupils should have equitable access to enrichment opportunities. Reasonable adjustments will be considered to enable disabled pupils to participate in educational visits, outdoor education, sporting activities, careers events, work-related learning and enrichment programmes. Individual risk assessments will identify any additional support, equipment or planning required to facilitate safe participation.

8.9 Preparation for Adulthood

Accessibility also includes preparing pupils for successful adult lives. The curriculum will therefore support pupils to develop: independence; resilience; emotional regulation; communication skills; employability skills; community participation; decision-making; self-advocacy. Preparation for adulthood will be embedded throughout the curriculum and personalised transition planning.

8.10 Monitoring Curriculum Accessibility

The effectiveness of curriculum accessibility will be monitored through: lesson observations; learning walks; pupil voice; parent and carer feedback; progress reviews; EHCP annual reviews; attendance data; behaviour and engagement information. Findings will inform ongoing school improvement planning and future accessibility priorities.

9

Improving the Physical Environment

LCE Academy is committed to providing a safe, welcoming and accessible environment for all pupils, staff, parents, carers and visitors. The Academy recognises that the physical environment can significantly influence a pupil's ability to engage with learning, regulate emotions and participate fully in school life.

Accessibility within the Academy includes not only physical access for those with mobility needs, but also the creation of calm, therapeutic and sensory-considerate environments that support pupils with Social, Emotional and Mental Health (SEMH) needs, autism, ADHD and other additional needs.

The Academy will continue to review its premises and make reasonable adjustments wherever practicable to improve accessibility.

9.1 Accessibility Audit

An annual accessibility audit will be undertaken to identify any barriers within the school environment. The audit will consider: external access routes; car parking and visitor access; entrances and exits; internal circulation routes; classroom accessibility; toilet and hygiene facilities; lighting; acoustics; signage; emergency evacuation arrangements; outdoor learning areas; recreational spaces. Findings from the audit will inform premises development planning and future capital investment.

9.2 Learning Environments

The Academy recognises that pupils with SEMH needs often benefit from environments that reduce stress and promote emotional regulation. Where appropriate, classrooms will include: uncluttered learning spaces; clear organisation of resources; consistent classroom layouts; visual timetables; clearly displayed expectations; low-distraction workstations; flexible seating options; appropriate lighting levels. Environmental adjustments will be proportionate to the needs of individual pupils and balanced with maintaining an effective learning environment for all.

9.3 Sensory and Therapeutic Spaces

The Academy will provide access to proportionate spaces that support emotional regulation and wellbeing. Before first admission, it will designate and equip appropriate regulation, pastoral and therapy spaces using the anticipated cohort profile and professional advice. Use and layout will then be reviewed as individual pupil profiles emerge. These spaces support pupils to return successfully to learning and do not replace classroom participation wherever this can reasonably be achieved.

9.4 Accessibility of Buildings

The Academy will ensure, wherever reasonably practicable, that: entrances are clearly identified; circulation routes remain free from obstruction; corridors are sufficiently wide for safe movement; classrooms can be adapted to meet individual needs; accessible toilet facilities are available where required; doorways and furniture layouts do not unnecessarily restrict movement; flooring is maintained to minimise trip hazards. Where structural limitations exist, reasonable alternative arrangements will be implemented to ensure pupils can continue to access educational provision.

9.5 Signage

Signage throughout the Academy will aim to support independent navigation. Where appropriate this will include: clear room identification; high-contrast lettering; consistent symbols and pictograms; directional signage; emergency exit signage in accordance with statutory requirements. Visual communication will be reviewed regularly to ensure it remains appropriate for the needs of the Academy community.

9.6 Lighting and Acoustics

The Academy recognises that environmental factors can influence concentration and emotional regulation. Where practicable, consideration will be given to: reducing excessive background noise; improving classroom acoustics; maintaining appropriate lighting levels; reducing glare where possible; providing quieter learning areas for pupils who require them. Environmental adjustments will support both learning and wellbeing.

9.7 Educational Visits

Accessibility considerations will form part of the planning process for all educational visits and off-site activities. Trip leaders will: identify potential barriers to participation; undertake appropriate risk assessments; consult with parents and carers where necessary; implement reasonable adjustments; ensure additional staffing or equipment is provided where appropriate. No pupil will be excluded from educational visits solely because of disability where reasonable adjustments can be made safely.

9.8 Emergency Evacuation

The Academy places the safety of all members of the school community at the centre of emergency planning. Where required, Personal Emergency Evacuation Plans (PEEPs) will be developed for pupils, staff or visitors who require additional support during an emergency. Emergency arrangements will include consideration of: mobility needs; sensory impairments; communication needs; medical requirements; emotional regulation during emergency situations. Emergency evacuation procedures will be reviewed regularly through fire drills and risk assessments.

9.9 Future Development

Whenever alterations or improvements to the school premises are planned, accessibility will be considered at the earliest stage. Future developments will seek to: improve physical access; increase flexibility of learning spaces; enhance sensory environments; improve accessibility for visitors; ensure compliance with current building regulations and equality legislation. Accessibility will remain a standing consideration within the Academy's premises development strategy.

10 Improving Access to Information

LCE Academy is committed to ensuring that information is accessible to all members of the school community, regardless of disability, communication need or preferred method of accessing information. The Academy recognises that information must not only be available but also understandable. Wherever reasonably practicable, information will therefore be presented in ways that meet the needs of pupils, parents, carers, staff and visitors. Alternative formats will be provided upon request and communication methods will be adapted to promote equality of access.

10.1 Accessible Communication

The Academy will communicate with pupils, parents and carers using a variety of methods to ensure information is accessible. These may include: face-to-face meetings; telephone calls; email correspondence; written letters; text messaging where appropriate; the Academy website; secure online communication platforms. The Academy will seek to identify preferred methods of communication wherever possible.

10.2 Accessible Formats

Information may be provided in alternative formats where this supports accessibility. This may include: large print; simplified language; visual supports; electronic documents; coloured paper where appropriate; verbal explanation of written information; translated information where reasonably practicable; audio versions of key documents where appropriate. Requests for alternative formats will be responded to promptly and sensitively.

10.3 Communication with Pupils

Staff recognise that many pupils may require adapted methods of communication to fully access learning and school life. Teaching and pastoral staff will use strategies appropriate to individual needs, including: visual timetables; symbols and pictorial supports; task checklists; chunked instructions; modelling; social stories where appropriate; pre-teaching of vocabulary; opportunities for clarification and repetition. Communication approaches will be reviewed regularly as part of the graduated approach to SEND support.

10.4 Communication with Parents and Carers

The Academy values strong partnerships with parents and carers. Information relating to: pupil progress; attendance; safeguarding (where appropriate); behaviour; meetings; school events; policies and procedures will be communicated in a timely, respectful and accessible manner. Where parents or carers require reasonable adjustments to communication, these will be considered wherever reasonably practicable.

10.5 Website Accessibility

The Academy website is an important source of information for families and the wider community. The Academy will seek to ensure that the website: is easy to navigate; uses clear and accessible language; contains up-to-date statutory information; provides downloadable documents in accessible formats where possible; is reviewed regularly for accessibility and functionality. Any accessibility issues identified will be addressed as part of ongoing website development.

10.6 Digital Accessibility

Where digital technology is used to support learning or communication, the Academy will consider accessibility requirements. This may include: compatible document formats; readable fonts; appropriate colour contrast; captioned video content where available; assistive technology where appropriate. Digital resources will be reviewed periodically to ensure they remain accessible and effective.

10.7 Confidentiality

When providing information in alternative formats or making reasonable adjustments, the Academy will ensure that confidentiality and data protection requirements are maintained at all times. Information relating to disability or additional needs will only be shared with staff who require it to fulfil their professional responsibilities and in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

10.8 Review of Information Accessibility

The Academy will regularly review the effectiveness of its communication systems through: feedback from pupils; parent and carer surveys; staff consultation; accessibility audits; complaints and compliments; annual policy reviews. Findings will be used to improve communication systems and ensure that information remains accessible to all members of the Academy community.

11 Reasonable Adjustments

LCE Academy recognises its duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils and its wider duties toward disabled staff, parents, carers and visitors. Reasonable adjustments are intended to remove or reduce substantial disadvantage and enable individuals to participate fully in school life. The Academy will consider adjustments on an individual basis, taking into account: the needs of the individual; the effectiveness of the proposed adjustment; the practicalities of implementation; health and safety considerations; available resources; and the impact on the education and wellbeing of others. Reasonable adjustments may include, but are not limited to: adapted teaching approaches; flexible timetables; movement or sensory breaks; alternative learning environments; specialist equipment; examination access arrangements; adapted communication methods; environmental adjustments; and additional adult support where appropriate. Adjustments will be reviewed regularly to ensure they remain appropriate and effective. Requests should be raised with the Headteacher or SENDCO and may also be pursued under the Academy's Complaints Policy. A disability discrimination claim against the Academy may be made to the First-tier Tribunal (Special Educational Needs and Disability), normally within six months of the alleged discrimination; using the Academy's complaints process does not remove that statutory right.

12 Accessibility Action Plan 2026 to 2029

This action plan identifies controlled priorities for 2026 to 2029. The Headteacher will review progress three times during each academic year. The proprietor body will complete and record an annual review following governing body advice and challenge. No action is recorded as complete until its evidence has been checked.

Priority 1 Increase access to the curriculum

Action	Owner	Due and status	Completion evidence
Approve each pupil's entry-assessment, communication and reasonable-adjustment profile; confirm the curriculum pathway and timetable.	Lindsey Drews and David Jeal	Before first admission Open	Approved profile, pathway and timetable
Complete whole-staff phonics, literacy and numeracy implementation training and publish the diagnostic decision route.	Andy Muzyka	By 1 October 2026 Open	Materials, attendance and competence record
Sample plans, pupil work, assessment records and pupil voice to check that adaptations remove barriers without lowering ambition.	Subject leads	Each half term Recurring	Quality-assurance sample and recorded actions
Report strengths, inconsistencies and required actions to the Headteacher and proprietor.	Rob McGinty	Each term Recurring	Written quality-assurance report and action log

Priority 2 Improve the physical environment

Action	Owner	Due and status	Completion evidence
Complete a controlled room-by-room accessibility audit linked to named-room plans, fire and electrical evidence, evacuation arrangements and the staged occupancy plan.	Ryan Osbaldeston	Initial audit complete; repeat after material change Closed/ recurring	Initial signed audit and linked premises evidence; updated audit after change
Complete the final functional check of lift, accessible toilets, alarm, evacuation and visitor arrangements; prepare an individual PEEP where required.	Ryan Osbaldeston and Lindsey Drews	Initial functional check complete; PEEPs before admission where required Closed/recurring	Functional check and drill records; individual PEEPs when required
Inspect access routes, doors, signage, sanitary facilities and accessibility equipment and transfer actions to the premises log.	Ryan Osbaldeston	Monthly and after change Recurring	Premises inspection log
Review whether pupil profiles or growth towards 108 require further capital works.	Sam Gray and Krystian Liptrot	By July 2027 Open	Recorded review and decision

Priority 3 Improve access to information

Action	Owner	Due and status	Completion evidence
Approve an SLCN-friendly document standard covering plain language, headings, sentence length, white space, readable fonts, contrast, symbols and supported explanation.	Lindsey Drews and Helen Potts	Before opening Open	Approved standard and sample materials
Check each statutory policy for accessibility and provide an alternative format on request.	Named policy owner	Before publication Open	Accessibility check and request log
Audit the website, admissions information, complaints route, safeguarding information and pupil-facing materials against the agreed standard.	Sam Gray	By October 2026 Open	Website and information audit
Sample information requests and obtain pupil and parent feedback; record improvements.	Lindsey Drews	Three times each year Recurring	Feedback and change log

Priority 4 Develop staff competence

Action	Owner	Due and status	Completion evidence
Include Equality Act duties, disability, SEND, SLCN-friendly communication, regulation, medical needs, evacuation support and recording adjustments in induction.	Lindsey Drews, Helen Potts and Ryan Osbaldeston	Before pupil arrival Open	Materials, attendance and competence checks
File completion and competence evidence for phonics, literacy and numeracy implementation training, including the diagnostic decision route.	Andy Muzyka	Before first admission Open	Training and competence record
Model accessible instruction, visual support, task chunking and communication strategies.	Lindsey Drews and Helen Potts	During the first month Open	Coaching and observation records
Use coaching and quality assurance to identify further training or supervised practice.	Rob McGinty	Three times each year Recurring	Quality-assurance report and training actions

Priority 5 Monitor impact and accountability

Action	Owner	Due and status	Completion evidence
Review this action plan and record proprietor scrutiny and decisions.	Sam Gray and Krystian Liptrot	Three times in 2026-27; annually thereafter Recurring	Minutes and updated action log
Maintain the reasonable-adjustment register and report themes without unnecessary personal data.	Lindsey Drews	Ongoing; termly report Open	Register and anonymised report
Review complaints, bullying, attendance, behaviour, exclusions, safeguarding, participation, progress and destination information for disability-related patterns.	Sam Gray and Lindsey Drews	Each term Open	Equality analysis and actions
Record an owner, due date, status, evidence link and completion date for every action; verify evidence before closure.	Each action owner; Sam Gray oversees	At every review Open	Completed controlled action log

13 Monitoring and Review

The Headteacher is responsible for implementing this Accessibility Plan. Progress and emerging barriers are reviewed at each of the Academy's three scheduled governance reviews during the academic year; the proprietor also receives a formal annual progress report on the plan's objectives. Monitoring draws on lesson observations and learning walks; accessibility audits; health and safety inspections; pupil, parent and staff feedback; SEND reviews and EHCP annual reviews; and attendance, behaviour and suspension data. Where an action is not achieved within the stated timescale, the reason, interim control, revised owner and revised completion date are recorded at the next governance review.

14 Associated Policies

This Accessibility Plan should be read in conjunction with:

- SEND Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Health, Safety and Wellbeing Policy
- Fire Evacuation Management Plan
- Off-site Educational Visits and Commissioned Alternative Provision Framework

- Complaints Policy
- Data Protection, Privacy and Information Governance Policy

Together, these policies demonstrate the Academy's commitment to providing an inclusive, safe and ambitious educational environment in which all pupils can thrive and achieve their potential.

Appendix A – Accessibility Audit

This working record must be completed before first admission, reviewed at least annually and after any material premises change, and linked to the evidence file.

Audit record

Site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB

Audit date: _____ Completed by: _____

Next review: July 2027 (governors advise; proprietor decides)

For every area below, record the evidence or measurement, barrier identified, reasonable adjustment or action, owner, due date, status and completion evidence.

- External approach, parking, drop-off and visitor access
- Entrance, reception, intercom and signing-in arrangements
- Horizontal circulation, doors, thresholds and furniture layouts
- Vertical circulation, stairs, lift and refuge arrangements where applicable
- Teaching rooms, practical areas, therapy and regulation spaces
- Accessible toilet, hygiene and shower arrangements
- Lighting, acoustics, glare, background noise and sensory load
- Signage, symbols, contrast and independent wayfinding
- Alarm, evacuation route, emergency communication and PEEP interface
- Access to written, digital and pupil-facing information

Audit outcome and sign-off

This blank form is retained for repeat audits. The signed initial audit and functional-check evidence are held in the controlled premises file; subsequent audits are transferred to the action plan and premises log.

Immediate actions completed: _____

Outstanding actions transferred to the action plan: _____

Signed by premises lead: _____ Date: _____

Reviewed by Headteacher: _____ Date: _____

Appendix B – Personal Emergency Evacuation Plan (PEEP)

Complete this record for any pupil, staff member or regular visitor who may require assistance to evacuate. Record only information needed for a safe evacuation, share it with those who need to act on it, and review it after a drill, incident or material change.

PEEP record

Person or agreed identifier: _____ Role/year group: _____

Plan date: _____ Review date: _____

Normal locations and times: _____

Assistance required when the alarm sounds: _____

Primary route and final exit: _____

Alternative route and trigger for its use: _____

Refuge or waiting point, if applicable: _____

Equipment required and storage location: _____

Communication method and regulation support: _____

Named assistant(s): _____ Deputy assistant(s): _____

Arrangements for breaks, visits and out-of-hours activity: _____

Testing and review

Drill or simulation date: _____ Outcome: _____

Actions arising, owner and deadline: _____

Pupil/person involved in review: Yes / No / Not applicable

Parent/carer consulted where appropriate: Yes / No / Not applicable

Approved by Headteacher or delegate: _____ Date: _____

This blank operational form is part of the Accessibility Plan approved by Krystian Liptrot, Chair of the proprietor board and company, on 24 September 2026. Individual PEEPs are authorised by the Headteacher or delegate.