Cabot Learning Federation

Accessibility Plan Queen Margaret Primary Academy

Sept 2026

History of most recent Policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	**June 2024**	Document Creation	Template for Academy use created	The requirement to have a plan in place in each Academy
V1.0a	July 2025	Document adaptation	Adapted for single academy	**Requirement to fully review every 3 years**

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8 Improving the delivery of information to pupils with special education needs and disabilties **Error! Bookmark not defined.**

- **Introductory Statement**

.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Principal and SENDCo of the Academy and covers the period from July 2025 to July 2028. The plan is available in large print or other accessible format if required.

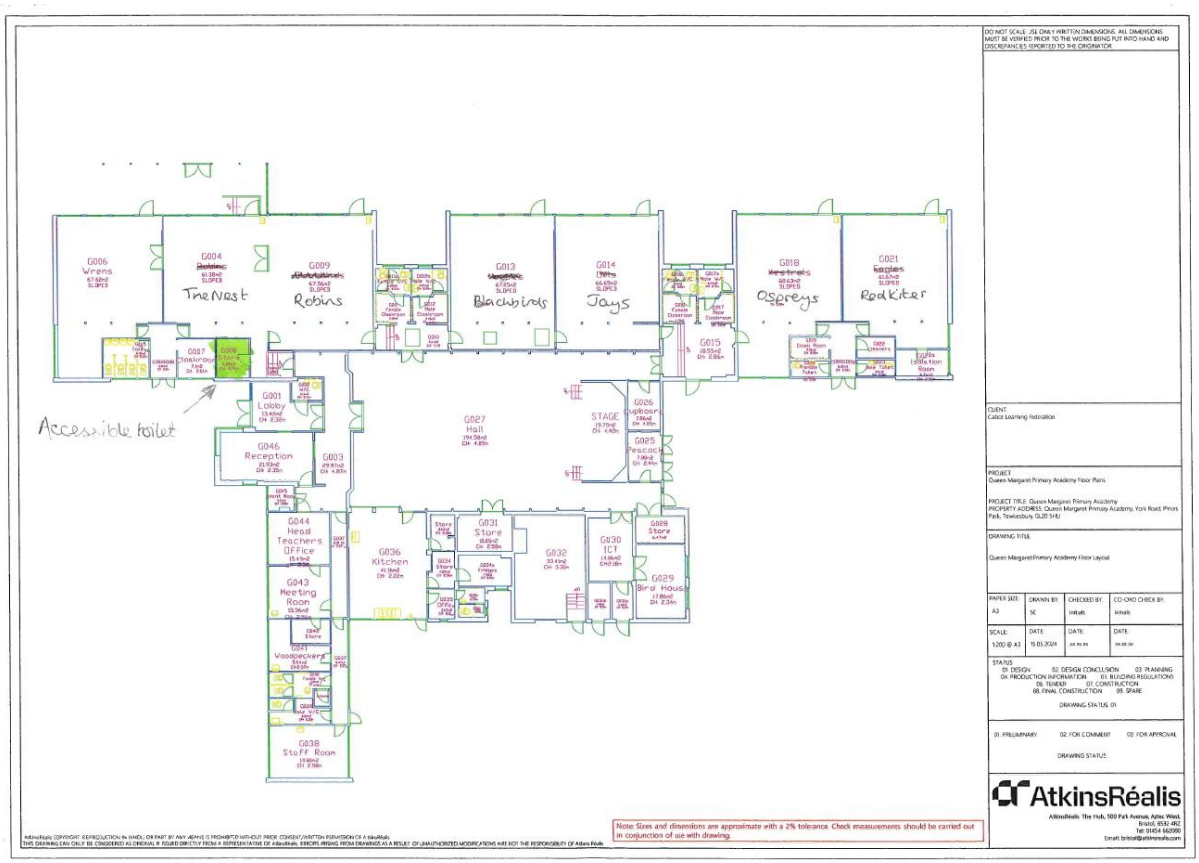
.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and

cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- **Background**

.1 The Academy's layout and facilities



.1.1 The Academy is committed to making reasonable adjustments to allow pupils with special educational needs and disabilities to access educational provision at the Academy.

.1.1 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which pupils with special educational needs and disabilities can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by pupils with special educational needs and disabilities.
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

.1.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all

staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

.1.3 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- Disability equality scheme
- Equality, diversity and inclusion information and objectives statement
- health and safety policy
- SEND Policy and Information Report

.1.4 The Plan will be monitored by the Academy Council. There will be a full review of the Plan in July 2028 when a new Plan will be produced to cover the next three years.

Welcoming and preparing for pupils with special educational needs and disabilities

.1.5 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

.1.6 In order to meet the needs of pupils with special educational needs and disabilities, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) which makes and maintains the EHC plan to ensure that the identified provision is delivered appropriately.

.1.7 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3. Increasing the extent to which pupils with special educational needs and disabilties can participate in the Academy curriculum

	Targets	**Strategies**	**Outcome**	**Timeframe**	**Goals achieved**
Short term	Improve toileting facilities for children still in nappies or needing intimate care	Provide additional toilet facilities area near the Yr 1 classroom	New intimate care facility created	Completion Sept 2025	
Medium term	Improve access to competitive sporting activities in Move More	Timetable in the QMPA calendar activities arranged by Move More that are specific to children with Additional Needs and ensure we access these.	Children with complex needs are accessing outside sporting events	Completion July 2026	
Long term	The curriculum is fully adapted to meet the needs of children with SEND	Continued PD with staff to ensure the 5 a Day approach is fully understood and embedded in teaching approaches on a day-to-day basis	Children with SEND make good progress in line with their peers or from their starting point	Completion July 2027	

Key points to consider when completing this table

- do teachers have the necessary training to teach and support pupils with special educational needs and disabilities?
- are classrooms optimally organised for pupils with special educational needs and disabilities?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some pupils with special educational needs and disabilties to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with special educational needs and disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for pupils with special educational needs and disabilities who cannot engage in particular activities, e.g. some form of exercise in physical education?

4. Improving the physical environment of the school to increase access to education by special educational needs and disabilities pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Complete Learning Environment Audit	INSET to discuss checklist and to use in the set up of the classroom ready to Sept 2025	Audit completed Classroom set up to cater for children with Additional Needs	12th Sept 2025	
Short term	Ensure the Year 1 classroom meets the learning environment checklist	To reduce the noise output and distraction to allow children with hearing impairment the best possible chance to focus in on instruction and conversation.	Carpet will be fitted to minimise noise output	Sept 2025	
Short term	Ensure learning environments meeting the Learning Environment Checklist	Audit used for monitoring visits by SENDCo	Classrooms	20th October 2025	
Medium term	Conduct an audit of environment in consultation with the Physical Disability Team	Invite the Advisory Service Physical Disability Team to inform future disability access to the environment	Audit completed to inform future outcomes	Summer term 2026	
Medium term	Improve access to hearing equipment for children in Year 2	Hearing Impaired Advisory Teacher to support SENDCo in installing technology to speak directly into child's ear cancelling out surround sound	Child with hearing impairment will engage more fully in the shared classroom learning and make accelerated progress from starting point	Summer 2026	

Long Term	Improve accessibility to all classrooms	Consider installation of ramps to allow access for wheelchairs	All classrooms can be accessed regardless of physical need	July 2028	

Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with special educational needs and disabilities, including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be confusing or disorientating for pupils with special educational needs and disabilities with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5. Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure all classes are supporting all children to access extended texts	Use Widget adapted texts, text to speak software and other means to ensure the message meets the learner	All children will be able to access more texts beyond their decoding ability	Dec 2025	
Medium term	Staff are more aware of IT capabilities in supporting children with additional need	Arrange PD that staff highlight as areas of needs Staff audit of needs to provide strategic overview of PD needs	More children able to access learning through technology and make progress from their starting point	July 2026	
Long term	Staff across the school are familiar with basic sign language that is used regularly	Staff PD in sign language	Children with Deaf parents feel more welcome and supported	July 2028	

Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?