

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

- Increase the extent to which pupils with disabilities can participate in the **curriculum**
- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of **accessible information** to pupils with disabilities

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> Our academy offers a curriculum that is differentiated through outcome. Our academy has high aspirations for 'ALL' pupils regardless of their starting points. ALL pupils achieve well at Caldmore and leave reaching their full potential. 	<ul style="list-style-type: none"> Adaptive teaching is embedded. The use of Word Aware, Colourful Semantics throughout the school. We deliver 1.1 and group Speech and Language interventions. We run a specialist Speech and Language group for Early Years Pupils called 'Little Rainbows.' We have access to a range of assessments so 	<ul style="list-style-type: none"> Continue whole School Staff training. Continue to access relevant training from Speech and Language, OT and CADMUS inclusive services. To maintain the positive relationships, we have built with a range of professionals. Ensure that staff are deployed so that pupils 	<p>SENDCo</p> <p>Teaching and support staff.</p> <p>SENDCo, SEN team and teachers.</p>	Continuous	<p>That all pupils are able to access their learning as the required adaptations are in place and pupils are provided with the correct resources.</p> <p>Teachers and support staff are confident with how to best support the pupils in their care.</p> <p>Relationships with other professionals remain strong so that we can call upon them when required. Their</p>

	<ul style="list-style-type: none"> • Adaptive Teaching through 7C's Judith Carter Model • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>that the progress of all pupils is captured.</p> <ul style="list-style-type: none"> • We have close working relationships with a range of outside agencies including Speech and Language and OT. Their assessments feed into pupil plans to ensure that they receive a holistic approach to their support. • Experienced Teaching Assistants are deployed in a way to ensure that the pupils who require it get extra support when they need it. • All pupils have the same equal opportunities to access enrichments activities for examples: School Visits and participation in extra curriculum activities for example; Judo and Mission Club. • We are a well-resourced academy and we invest in any additional resources that pupils may require to help overcome any barriers 	<p>are getting the right support at the right times.</p> <ul style="list-style-type: none"> • To undertake regular lesson walks to ensure consistency across the academy. • Audit resources to ensure that they are replenished and being accessed by the pupils that require them. • To audit interventions to ensure that they are having the desired impact. • To ensure that all plan, do, reviews are relevant and are impact on the pupils' progress and achievements. • Ensure that all staff are updated with any changes to a pupils' additional needs and the adaptations required. • Checking that 'All About Me' documents are compiled with the child to ensure that their wishes and feelings are given priority. • To engage with parents and carers. 	<p>SLT, Subject leaders and SENDCo.</p> <p>SENDCo and SENDCo assistant.</p> <p>Class Teachers and SEN team</p>	<p>advice is acted upon so that pupils are supported in the most effective and correct way.</p> <p>All pupils are given the correct support and at the right time for the right amount of time.</p> <p>Individual and group interventions have the desired impact on the pupils' progress towards their outcomes and achievements.</p> <p>Pupils feel fully included and know that they are a valued member of Caldmore Primary Academy.</p> <p>Pupils feel that they have a voice that is acted upon and that there are staff that can approach if they have a problem they wish to discuss or share.</p>
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	<p>Example: To ensure that the curriculum is adapted for all pupils</p>	<ul style="list-style-type: none"> All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model. A number of our teachers and teaching assistants are trained in delivering Makaton Groups run within school to address pupils Fine and Gross Motor schools. Some of our pupils follow exercise programmes provided by OT and they Resources are used effectively to ensure all pupils can access the whole of the curriculum. For example; we have an electric hoist to ensure that a pupil in a wheelchair can still access PE lessons especially gymnastics and dance. 	<p>Continue to audit staff training requirements and provide additional training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching.</p> <p>This year specifically focussing on strengthening neuroinclusive practice.</p> <p>For each classroom to have 'enable basket' so that can pupils can easily access additional resources if needed.</p> <p>To ensure that those who are trained are using Makaton regularly to enhance learning.</p>	<p>SENDCO and Teaching and Learning Lead</p> <p>Teachers and teaching assistants</p>	<p>On going</p> <p>Autumn 24 onwards.</p> <p>September 24</p> <p>From September 24</p>	<p>Increase in access to the whole curriculum</p> <p>Barriers to learning are overcome where possible through adaptive teaching and additional accessible resources.</p>
	<ul style="list-style-type: none"> Curriculum resources include 	<ul style="list-style-type: none"> Our academy follows Jigsaw for our PSHE 	<p>Staff training</p>	<p>Principal, Vice Principal,</p>		<p>All pupils feel a sense of belonging and can articulate the culture of the academy.</p>

	examples of people with disabilities	<p>curriculum which covers disabilities and differences.</p> <ul style="list-style-type: none"> • We have termly 'Healthy Body, Healthy Mind' days.' • The school library has an extensive range of books where our students can see themselves within a book. • There are also books in the Rainbow Room to support pupils to understand their feelings and differences. For example: 'Understanding My Autism.' 	<p>Having a PSHE leader within school that works closely with SENDCo and Safeguarding lead.</p> <p>Updating resources and texts to reflect the community.</p>	<p>Teaching and Learning Lead, Safeguarding team.</p> <p>Reading lead and reading Champion.</p>		Pupils speak positively about the range of texts in the library.
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school to enable pupils with disabilities to	All staff working within a year group have an awareness of the need within that year.	There are care plans in place and records of any personal care that has taken place for example: giving eye drops, checking temperature, thickening of liquids and changing.	<p>Transition is carefully planned so that all relevant information is passed to the receiving staff.</p> <p>Professionals for example OT and SALT visit regularly to</p>	<p>SENDCo</p> <p>Year group staff</p> <p>SENDCo assistant.</p>	On-going as needs change regularly.	All pupils regardless of if they have a disability have access to the same education benefits as their peers.

take better advantage of education, benefits, facilities and services provided		<p>All plans are written with the involvement of the pupil, parents and other professionals where required.</p> <p>Each class has a Rainbow Folder with pupils' details which is then accessible to anybody covering the class.</p>	<p>assess the changing needs of the pupils and advise of any changes required.</p> <p>SENDCO and SENDCO assistant discuss pupils needs with the staff within a year group.</p> <p>Staff receive regular training from SENDCo, ATT, SALT, CADMUS and other professionals where required.</p> <p>Audit the needs, provision and resources in place to ensure that we are endeavouring to overcome any barriers to learning.</p>	<p>Safeguarding Team</p> <p>Office Manager.</p>		<p>Relevant staff are aware of the needs of the pupils and are trained to ensure that any additional needs are met.</p>
	Access to IT Facilities	<p>All classrooms have an interactive whiteboard. Lessons can be interactive, in the moment and prepared screens (lesson plans) have images and symbols that support learning.</p> <p>All staff have access to Widget and it is used across school to ensure consistency.</p>	<p>Continued CPD for staff.</p> <p>Lesson Walks</p> <p>Continue with the subscription and use it to support parents understanding too.</p>	<p>SENDCo and Computing lead.</p> <p>SLT</p> <p>Teachers, TA's, SENDCo and SENDNCo assistant.</p>	On-going	<p>Adaptations and tweaks are in place to ensure that all pupils can access the teaching and learning opportunities available.</p> <p>Visuals and symbols enhance pupils understanding.</p> <p>IT fasciitis are used to</p>

		<p>The background colour on the IWB can also be changed to suit pupils needs.</p> <p>i-pads are used within classrooms to support pupils who have difficulty reading from the board.</p> <p>i-pads are also used to provide pupils with opportunities to practise skills that they may find difficult. For example: spelling.</p> <p>Laptops can be used to support those pupils who may have difficulty reading and writing as the dictate and read aloud are used.</p>	Update and replace technology when able.			
	e.g. adapting the environment to suit need e.g. ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves and wheelchair height	<p>Our academy is fully accessible to wheelchair users.</p> <p>We have two elevators. One between Upper Key Stage Two and Lower Key Stage Two and a lift from Key Stage One to the dinner all.</p> <p>We have disabled toilets on both levels of the building.</p>	The elevators and other electric equipment need to be maintained and serviced regularly.	SENDCo, Office Manager, Site Supervisor and ATT estates,	On-going	So that the whole school inside and outside is fully accessible to pupils, parents and other visitors that may have a disability.

		<p>We have a hygiene room where there is a shower and changing facilities.</p> <p>There is an electric changing bed and hoist in the hygiene room.</p> <p>Sinks are at a level that is friendly to wheelchair users.</p> <p>One of the disabled toilets has a step and railings around the toilet to suit the needs of one of our pupils with a disability. It also has a wooden step so that they can reach the sink.</p> <p>We have ramps so that pupils can access Early Years and classrooms on all levels.</p> <p>The corridors are wide enough for wheelchair users.</p>	<p>For staff to be trained to use the equipment safely.</p> <p>OT and Lindens visit school regularly to assess if the facilities are suitable to be used by the pupils who require them. Both OT and Lindens have loaned steps, transfer boards and frames for us to use. (They also write a safety plan if required.)</p>	<p>SENDCo to contact relevant professionals to support.</p> <p>Estates and Onsite manager. (Ensure that they are maintained, clear and safe.)</p>	<p>On-going.</p> <p>Daily checks.</p>	<p>Pupils build their independence and self-help skills in preparation for the next stages in their lives.</p> <p>The building is totally accessible for anyone dependent on a wheelchair.</p>
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	Yellow railings to support pupils who are visually impaired.	The stairs within school have yellow railings that are placed below the standard railings. The stair treads are painted yellow.	Regular checks to ensure paint is visible and railings are secure	Onsite manager	Regular checks	Pupils with a visual impairment feel safe as they move around the school.
	e.g. Escape routes in fire/ lock down	<ul style="list-style-type: none"> - Pupils who have an additional need that may impact on the escape routes have in place their own PEP. (Personal, Evacuation, Plan.) This is shared and signed by the pupil, parents and staff that come in contact with the pupil. - Fire Drills and Lockdown drills are practised regularly and if any difficulties are highlighted, the plan is changed to overcome this. 	<ul style="list-style-type: none"> - New PEPs are written and shared at the start of each academic year. - Fire drills are planned and carried out regularly. - Lock down procedures are also practised at the start of a new academic year. - The practises take place at different times of the day to cover a range of scenarios. For example; during lunch time. 	Principal, SENDCo, Site Manager and Office Manager.	Plans revised at the start of the academic year. (New classroom and route.)	<p>All pupils are confident with Fire Drill procedures and what to do if there needed to be a lock down.</p> <p>Pupils are able to get to a place of safety in a timely manner.</p>
	Hearing accessibility	<p>There is a hearing loop in the main entrance.</p> <p>Individual pupils wear hearing aids. If they attend school without their aid we make a phone call home.</p> <p>-Class teachers have spare batteries in the classroom.</p>	<p>To maintain relationship with Hearing impaired specialists.</p> <p>School are notified of any changes to the hearing via medical notes and hospital letters.</p>	SENDCo Office Manager Class Teachers Parents.	On-going	A hearing impairment is not a barrier to the pupils learning.

		- Hearing Impaired specialist visits school to work alongside pupils.	Medical folder/ Rainbow Folder kept updated.			
	lighting to facilitate effectively use of class interactive whiteboard.	-Support with pupils seating positions within class. -Use of blinds to block out the glare of the sun.	- Advise from the visual impaired specialist teacher.	SENCo Teachers Site manager	At the start of each academic year as pupils move classrooms.	Children who are visually impaired or those who are sensitive to light are seated so that they have a clear view of the board and teacher.
	Accessibility to IT equipment	Use of magnifying lenses and anti-glare lenses for the iPads installed.	Research and implement the use of software to aid the visually impaired when using the iPads	SENDCo and IT Technician	August 2025	Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils with disabilities	Our academy uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations- including Widgit 	<ul style="list-style-type: none"> - Widgit is used across school. - ALD boards and keyrings are used to help pupils communicate their needs. - Makaton used in Early Years and a number of teachers and teaching assistants are Makaton trained. One Higher Level 	<ul style="list-style-type: none"> - Introduction to My Child At School on BromCom so parents can access information about their child in school. -New and refresher courses for Makaton training. -Update the directory of outside agencies and other 	Office Manager SENDCo SENDCo, Safeguarding Team and	September 24 Autumn 1	That all parents will have access to 'My Child At School.' More adults within school Makaton trained and Makaton to be used consistently and more widely within the academy.

	<ul style="list-style-type: none"> • Posts on Class Dojo so information can be accessed digitally • Information on Website including the Newsletters. • Signposting to other agencies for support. 	<p>Teaching assistance has received Makaton in Safeguarding training.</p> <ul style="list-style-type: none"> - Level 4 TA Makaton trained to support Safeguarding. - Information is posted on ClassDojo and Website to make it more accessible. 	<p>professionals to signpost the parents to for support.</p> <p>-Keep website updated</p>	<p>Office Manager.</p> <p>Computer Lead</p>	<p>Termly</p>	<p>The website provides current information that is accessible to parents.</p>
	<p>The academy considers: Students, different needs, adult needs, staff needs and parent/ carer needs</p>	<p>EVERY training available to all staff for example: Working from heights, Manual handling and First Aid.</p> <p>Early identification of pupils needs through observations and assessments.</p> <p>Pupils are quickly referred to other professionals for example; Speech and language, OT and School Nursing.</p> <p>We have Service Level Agreements with Walsall Speech and Language Therapists and CADMUS</p>	<p>To signpost all staff to the training available on EVERY and ensure that staff can access EVERY.</p> <p>To re-visit the gradual response that is in place for pupils who staff have concerns about.</p> <p>To have a system where we follow up on referrals made where we have not received a satisfactory response.</p> <p>Use SALT and CADMUS to deliver further staff training, so interventions can benefit</p>	<p>Office Manager ATT IT support</p> <p>SENDCo Teachers</p> <p>SENDCo and SENDCo assistant</p>	<p>Autumn 24</p> <p>September 24</p>	<p>Staff have accessed CPD through EVERY portal.</p> <p>Early identification of needs and support to be in place in a timely manner.</p> <p>Pupils get assessed by other professionals in a timely manner.</p> <p>Pupils will have a SALT assessment quicker than if they were to wait on the</p>

		<p>inclusive services which assess pupils and provide school with advice on how best to support a pupil.</p> <p>-DSE assessments sent to staff that use screens regularly to check that chairs, desks and lighting is suitable.</p> <p>-Any staff member with a long-term medical need can be referred Occupational Health and reasonable adjustments in the work place recommendations followed.</p> <p>We have staff trained to be mental health responders and mental health first aiders.</p> <p>We have Well-being team within school and the staff know that they are there to talk to.</p> <p>The Employee Assistant Program (VIVUP) where employees can access counselling, medical advice and employee benefits.</p>	<p>groups of pupils not just individuals.</p> <p>To make sure this explained to staff especially in attendance meetings.</p> <p>Continue to refresh training</p> <p>To re-launch the role of Well-being Champions as some have returned back to work after maternity. Also, to revamp what is already in place.</p>	<p>Office manager</p> <p>ATT HR, SLT and Office Manager</p> <p>First Aid responders and Principal</p> <p>SLT- Wellbeing champions.</p>	<p>NHS and interventions can be delivered in school.</p> <p>Staff have the correct equipment to carry out their roles safely.</p> <p>Staff receive the support that they need and the academy can make any necessary/reasonable adjustments.</p> <p>To build on the culture of the academy and the sense of belonging and appreciation.</p>
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	Written materials will be available in a variety of different supportive formats	<p>Our Newsletters and important messages are put on the school website and on Class Dojo.</p> <p>We have enlarged text and printed the text on to different coloured paper depending on the needs of individual pupil.</p>	<p>The academy should ensure that all school newsletters and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.</p> <p>Regularly review the needs of the pupils who are visually impaired or are sensitive to light as their needs may change. Ask for support from VI team if required.</p>	<p>Principal</p> <p>SENDCo and Class teacher.</p>	On going	<p>Delivery of Academy information to parent and carers, as well as the local community, is improved.</p> <p>Pupils who have a visual impairment are not put at a disadvantage due to it.</p>

Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.