

Accessibility plan

Retford Oaks Academy

Edition – April 2026

Aim	Target	Strategies (Short/Medium/Long)	Intended Impact	Time Frames	Success Criteria
<p>Increase access to the curriculum</p> <p>To ensure all students can fully access and participate in the curriculum.</p>	<ul style="list-style-type: none"> All curriculum areas consider their practice considering current legislation and developments To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum 	<ul style="list-style-type: none"> Short- SEND support information updated on SharePoint so academy staff know how to support students with identified needs effectively Medium- Solution focus meetings for identified students to give academy staff the knowledge/expertise they need to support students with identified needs Medium/Long- Link with academy & department focus upon teaching & learning. CPD twilight/INSET training sessions focused on inclusive practice each academic year. Long- Continue with training of whole academy staff Short- Audit student needs and source, allocate, and communicate appropriate equipment to ensure immediate access to learning. Medium- Monitor, review, and refine equipment use while embedding staff training and 	<ul style="list-style-type: none"> Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs. Strategic planning continued at department level. All stakeholders have an active part in Academy improvements. All students are to achieve full potential and support Structures are in place. Students able to engage in a broad and balanced curriculum All students are to achieve full potential All students are able to access learning fully and 	<p>Within 1 Term</p> <p>1-3 terms</p> <p>Over 1-3 years</p> <p>Within 1 Term</p> <p>1-3 terms</p>	<ul style="list-style-type: none"> All students have equal access to a broad, balanced curriculum. The academy community values diversity. Raised awareness of the collective responsibility towards inclusion. All students have the appropriate equipment needed to fully access learning and participate in the curriculum.

<p>To ensure students with identified needs have appropriate exam access arrangements in place.</p>	<ul style="list-style-type: none"> • Ensure all exam arrangements are in place for all students with identified needs 	<p>systems to ensure effective and consistent impact on access to the curriculum.</p> <ul style="list-style-type: none"> • Long- To meet regularly with students, parents and outside agencies to plan access improvements and discuss equipment needed/recommended • Short- KAU/KW to arrange access arrangements technology training for eligible students • Medium- KAU/KW to gather evidence from teachers to identify students for eligibility testing. Teachers/departments/exams team to ensure access arrangements are met as 'normal way of working' 	<p>with appropriate equipment in place to remove barriers and enable participation in a broad and balanced curriculum.</p> <ul style="list-style-type: none"> • Eligible students are able to use suitable access arrangements/technology to support them accessing the curriculum • All students are to achieve their full potential 	<p>Over 1-3 years</p> <p>Within 1 term</p> <p>1-3 terms</p>	<p>Raised awareness of exam access arrangements.</p> <ul style="list-style-type: none"> • All visitors and the academy community feel included on arrival
<p>To ensure the main academy is accessible and welcoming for disabled visitors and stakeholders.</p>	<ul style="list-style-type: none"> • To ensure that the main academy is accessible to disabled visitor/stakeholders. 	<ul style="list-style-type: none"> • Short- To ensure parking spaces near the main entrance are accessible for disabled visitors. • Long- Meetings held with parents, students and agencies to assess and evaluate evacuation procedures 	<ul style="list-style-type: none"> • All visitors can access the main reception area of the academy from the front and feel welcomed. • Appropriate evacuation procedures planned to suit individual student and needs 	<p>Within 1 term</p> <p>1-3 terms</p>	<ul style="list-style-type: none"> • All visitors and the academy community feel included on arrival

<p>To ensure safe evacuation procedures for all individuals, including those with physical impairments in upper corridors.</p>	<ul style="list-style-type: none"> To ensure Emergency Evacuation Plan includes provision for physically impaired persons in any upper corridors 	<ul style="list-style-type: none"> Long- Access to working lifts within the academy for all visitors and stakeholders. Medium- SEND Strategy documents, EHC Plans, update all TAs and relevant staff. 	<ul style="list-style-type: none"> All visitors can access working lifts to attend events such as open evenings. Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed & any necessary training undertaken. 	<p>1-3 terms</p> <p>1-3 terms</p>	<ul style="list-style-type: none"> Emergency provision for all in all parts of the academy building.
<p>To ensure staff are aware of individual student needs so they can support full access to lessons.</p>	<ul style="list-style-type: none"> To ensure all student needs are disseminated to staff for access to lessons 	<ul style="list-style-type: none"> Medium- Individual students passports created and shared on provision map so academy staff can meet individual student needs effectively 	<ul style="list-style-type: none"> All students accessing a broad and balanced curriculum 	<p>Within 1 term</p>	<ul style="list-style-type: none"> All staff are aware of individual student needs and are able to plan and deliver lessons that enable full access to learning. All students have access to a broad and balanced curriculum
<p>To ensure timetabling and classroom allocation support reasonable adjustments so</p>	<ul style="list-style-type: none"> To ensure timetabling and classroom allocation takes into account reasonable adjustment. 	<ul style="list-style-type: none"> Medium- Individualised timetabling taking into account student needs (reduced curriculum timetables etc). 	<ul style="list-style-type: none"> Students with physical needs/disabilities are able to access a broad and balanced curriculum as they can attend classrooms for lessons 	<p>1-3 terms</p>	<p>Timetables and classroom allocations consistently reflect identified reasonable adjustments, enabling all</p>

all students can access learning effectively.		<ul style="list-style-type: none"> • Medium- Alternative provisions/ROAC used to provide support for students identified as being unable to attend onsite mainstream lessons • Long- The Hub/ SS used to provide physical 'rest breaks' for identified students 	<ul style="list-style-type: none"> • Students follow appropriate timetables taking into account individual need • Students achieve their full potential 	1-3 terms 1-3 years	students to access learning without barriers
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Review

Published: April 2026	Next review: April 2027	Statutory/non: Statutory	Lead: Mrs K Austerberry
Associated documents:			
Accessibility Policy			
Links to:			
https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Accessibility.pdf			