



FOWEY RIVER ACADEMY

ACCESSIBILITY PLAN

Fowey River Academy - Accessibility Plan

Date approved by the Trust Board	
Date	October 2026
Last Review Date	September 2023
Next Review date	October 2029
Document Edition	2.0

Contents

1.	Introduction
2.	Aims
3.	Legislative and Policy Framework
4.	Accessibility Principles
5.	Leadership and Accountability
6.	Action Plan
7.	Educational Visits and Enrichment
8.	Staff Training
9.	Communication, Parent/Carer Engagement and Student Voice
10.	Planning for Emergencies and Evacuation
11.	Monitoring and Evaluation

1. Introduction

Fowey River Academy is committed to providing an inclusive education in which disabled students can participate fully in school life, achieve well, develop independence and experience a strong sense of belonging.

This Accessibility Plan sets out the actions that the school will take over the period 2026-2029 to improve accessibility for disabled students.

The plan addresses the three areas specified in Schedule 10 of the Equality Act 2010:

1. Increasing the extent to which disabled students can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education, facilities and services.
3. Improving the delivery of information to disabled students in formats which are accessible to them.

The plan is part of Fowey River Academy's wider commitment to equality, inclusion, special educational needs and disability (SEND), safeguarding, attendance, behaviour, curriculum, estates and school improvement

2. Aims

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all its students without discrimination of any kind.

The plan will be made available on the school website, and hard copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability and accessibility requirements..

The school works in partnership with community and external agencies, as appropriate, to develop and implement our plan.

A range of stakeholders are routinely consulted to ensure that policies and procedures reflect the views of students, parents and carers, local monitoring committee members, staff and the wider community.

3. Legislative and Policy Framework

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

- Equality Act 2010, including schedule 10 concerning accessibility plans for schools
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years - statutory guidance issued by the Department for Education and Department of Health and Social Care.
- SEND Regulations 2014, as applicable
- Equality Act 2010 technical guidance for schools in England - published by the Equality and Human Rights Commission.
- Relevant DfE guidance concerning SEND, inclusive teaching, school estates, educational visits, examinations, attendance, behaviour, safeguarding and supporting students with medical conditions.
- Fowey River Academy Associated Policies:
 - Equality and Diversity Policy
 - Health and Safety Policy
 - Special Educational Needs and Disabilities Policy
 - Medical Needs Policy
 - Child Protection and Safeguarding Policy
 - Curriculum
 - Relationships, Sex and Health Education Policy
 - Attendance Policy
 - Behaviour Policy

The DfE SEND Code of Practice applies to relevant schools in England and was last updated in September 2024

The Equality Act requires schools to make reasonable adjustments for disabled students. This is an anticipatory duty: schools should consider in advance what disabled students may require rather than relying solely on individual requests. The duty can include changes to practices and the provision of aids and services.

Fowey River Academy will therefore distinguish between:

- Reasonable adjustments, which may be required for an individual student now
- Planned accessibility improvements, which improve access for disabled students more generally; and
- SEN provision, which may be required because of a student's special educational needs.

4. Accessibility Principles

4.1 Promote Inclusion

Disabled students should be able to participate in the full experience of school life wherever reasonably possible, including;

- Lessons
- Assemblies
- Break and Lunchtime
- Enrichment/Clubs
- Trips and Residential Visits
- Sporting Activities
- Performances/School Productions
- Examinations and Assessments
- Careers Education
- Work Experience
- Leadership Programme Opportunities
- Transition Activities
- Social and Pastoral Opportunities

4.2 Plan Proactively

Accessibility must always be considered when the school:

- Designs or changes curriculum provision
- Purchases resources or technology
- Plans events and trips
- Changes buildings or classrooms
- Develops digital systems
- Reviews policies
- Recruits and trains staff
- Introduces new teaching approaches
- Reviews behaviour and attendance
- Plans emergency procedures

4.3 Work with Students and their Families

Fowey River Academy will seek and act upon the views of disabled students and, where appropriate, their parents/carers.

Where an adjustment or accessibility measure is being considered, the school will consider:

- What the student says works
- What the student says does not work
- The family's experience
- Advice from relevant professionals
- The impact on the student's participation and learning
- The practicality and effectiveness of proposed adjustments

4.4 Focus on Outcomes

Fowey River Academy will not regard an adjustment as successful merely because it has been installed or provided. School leaders and the SENDCo must consider whether the adjustment has reduced the barrier and enabled the student to learn, participate, communicate or access the facilities of the school more effectively.

4.5 Maintain Dignity and Confidentiality

Accessibility arrangements will be implemented sensitively and consistently.

Fowey River Academy will avoid unnecessary disclosure of disability or medical information and will respect students' and families' wishes concerning confidentiality, subject to safeguarding and legal requirements.

5. Leadership and Accountability

Overall responsibility for this Accessibility Plan rests with the Headteacher and the Trust Board.

Operational responsibility will be shared across the school.

Role	Key Responsibility
Trust Board	Strategic oversight; challenge; approval; monitoring
Headteacher	Overall implementation and resourcing
SENDCo	Coordination of SEND/accessibility provision and student level barriers. Monitoring delivery and leading review of the plan. Evidence and Application for exams access arrangements
Designated Safeguarding Lead	Ensuring accessibility considerations within safeguarding
Site Supervisor and Facilities Manager	Physical environment and emergency access
Curriculum/Teaching and Learning Lead	Curriculum accessibility and inclusive teaching
IT Technicians	Digital accessibility and assistive technology
Attendance Lead	Accessibility barriers affecting attendance and participation
Educational Visits Coordinator	Accessibility of trips and enrichment

Examinations Officer	Facilitation of approved access arrangements and accessible equipment
All Staff	Identifying and reporting barriers and implementing agreed adjustments
Students and Families	Providing constructive feedback on barriers and effectiveness of reasonable adjustments
Local Authority/Trust/Specialist Services	Advice and support where appropriate

6. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Planned Actions	Responsible person	Target Date	Success Criteria
Increase curriculum access for disabled students across all subjects	Curriculum connect is used across some of the school, and this includes sections where inclusive teaching includes scaffolds, writing frames etc.	All students are able to access an inclusive ambitious broad and balanced curriculum.	SENDCo and Curriculum lead to monitor the use of curriculum connect, and ensure teachers are prompting inclusive teaching and individual student's unlocking learning strategies. Curriculum leads to edit and support evolution of curriculum connect, so that it always meets best practise. Curriculum connect to be adopted across the school, in all subjects and year groups.	SENDCo & Curriculum lead	Sept 2027	Curriculum connect is used across the school, in all subjects. SEND students access an inclusive ambitious broad and balanced curriculum. SEND students are able to achieve in line with their peers, and their progress is not inhibited by their SEND.
Ensure reasonable adjustments are recorded, communicated and reviewed	All students on the RON have an APDR, which is reviewed termly. Students with suspected SEND are	All students are aware of their own learning needs and are able to	Unlocking learning folders to be launched across the school, including each student to have three chosen unlocking learning strategies.	SENDCo	July 2027	APDRs are written and in place, and reviewed three times per year. Each review is

	monitored and are allowed access to reasonable adjustments if needed. All APDRs are available on the school system, to all staff, and reviews and incidents are recorded on CPOMS.	take part in their APDR review process. Students use reasonable adjustments across the curriculum and around the school.	The student's unlocking learning strategies to be linked to their APDR targets, to allow targets to be precise and pedantic, allowing students to make progress and review their reasonable adjustments accurately.			recorded on CPOMS, and progress is evident.
Review classroom seating, acoustics, lighting and sensory demands	Classroom teachers have had training from the Hearing Impairment and Visual Impairment team and consider hearing and visually impaired students when arranging their room and when teaching. For example, removing lanyards and closing windows when using radio transmitter	Classroom seating, acoustic, lighting and sensory needs across the school meet the needs of all students in school.	Whole school audit of classrooms to take place. Any actions identified to be written and communicated to classroom teachers. Associated actions needed to be discussed, and implementation plan decided upon.	SENDCo, Site Supervisor & H&S Manager	Sept 2027	Audit completed, and next steps to have been identified.
Audit access to practical subjects	Science has appropriate adjustable furniture, and equipment that allows students with physical and visual impairment to access practicals. PE work with students on an individual level	All students are able to access all practical subjects, regardless of need.	New practical subjects to be audited for access, including catering and DT. PE and Science to be monitored, ensuring equal access to all students.	SENDCo and Curriculum leads	Sept 2027	All students are able to access all aspects of practical lessons. Best practise to be shared between faculties, and good practise to

	and adapt activities and curriculum to ensure all students can take a full part in lessons regardless of need. SENDCo works with specialist teachers and external professionals regarding accessing practical subjects.					be expanded and developed.
Review access to homework and independent study	Students have 1:1 iPads, which they also take home. Maths, English and Science homework is completed on iPads, and completion expectations can be adjusted to student's needs.	All students are motivated to complete and are able to access homework.	Homework clubs to be run, where students can receive additional support to be able to access and complete homework. Parent/Carer cafes to run throughout the year, to include input from the Cognition and Learning team so that parent/carers are aware of how they can support at home.	SENDCo and SEND team	Sept 2027	All students are completing Maths, English and Science homework.
Review educational visits and residential trips Ensure clubs and enrichment activities are accessible	Students have access to a weekly enrich program of clubs and different activities. Summer enrichment week allows students access to educational visits. Educational visits take place throughout the year.	Review students access to educational visits, clubs, enrichment activities and residential trips. Ensure all students that	Whole school review of educational visits, clubs, enrichment activities and residential trips, and which students are accessing them. Action plan to ensure greater uptake, and greater accessibility written if needed.	EVC Health and Safety Manager & SENDCo	Sept 2027	Greater number of students accessing educational visits, clubs, enrichment activities and residential trips. All educational visits, clubs, enrichment

	Students complete TenTors, including the Jubilee tor, and Duke of Edinburgh awards throughout the year.	want to are accessing what they want to.				activities and residential trips are planned with inclusivity and accessibility in mind.
Ensure examination access arrangements are identified early and with sufficient supporting evidence	Students in year 10 and 11 are identified as needing access arrangements and are supported to practise and use these in all lessons.	Students to have earlier access to access arrangements and support needed. Teachers to ensure students are accessing the access arrangements in all lessons as their usual way of working.	SENDCo to develop plan for identifying students in years 7-9 who are allowed or who may need access arrangements. Teachers to be aware of these students, and tutors to ensure that the student's Unlocking learning strategies and therefore APDR targets link the access arrangements when appropriate.	SENDCo & Exams Officer	Sept 2027	All students to have appropriate early identification of access arrangements, so that they are confident in using them when they arrive at their exam periods.
To identify and remove barriers to accessibility across the school, ensuring all students can access learning, communication, the environment, and wider school life.	Site is accessible to all students currently identified with physical learning needs; this includes actions the school have taken including making sure the school is adapted for a visually impaired	To rapidly improve accessibility across the school by identifying and removing barriers to learning, communicatio	To consult with students to identify curriculum barriers To complete a whole site accessibility audit Map accessible routes around school	Site Supervisor, Health and Safety Manager & SENDCo	Sept 2029: 2026–27: Identify and remove priority barriers 2027–28: Embed	Accessibility barriers are identified and prioritised across the curriculum, physical environment, communication and wider school participation

	and physically impaired students.	n, physical access and participation, ensuring reasonable adjustments are consistently implemented and evaluated for impact.	Review entrances and thresholds Review accessible toilet provision Review classroom furniture and circulation space Improve signage and wayfinding Review playground and outdoor accessibility Review dining and assembly access Develop suitable quiet/sensory regulation spaces where required Review emergency evacuation arrangements Review maintenance of accessibility equipment Audit communication methods Review accessibility of online learning platforms		and monitor accessibility improvements 2028–29: Evaluate impact and further develop provision	through regular audit, consultation and review. A clear programme of accessibility improvements is implemented, with identified barriers addressed through reasonable adjustments, environmental changes and improved practice. Reasonable adjustments are consistently communicated and implemented for students who require them, including appropriate adjustments to learning, assessment, communication and the school environment.
--	-----------------------------------	--	--	--	---	---

			and Connect curriculum (including captions and transcripts where appropriate, alternative formats if needed, and classroom visual information)			Staff understand their responsibilities for accessibility and have access to clear guidance on identifying barriers and implementing appropriate adjustments. Students and parents/carers are routinely involved in identifying accessibility barriers, with their views informing improvements to provision and practice. The impact of adjustments and accessibility improvements is evaluated, using student voice, staff feedback, participation, engagement and other relevant evidence to
--	--	--	--	--	--	---

						determine whether barriers have been reduced. Accessibility requirements are embedded into school systems and planning, including curriculum development, procurement, communication, premises, emergency planning and capital investment. Students experience improved access, participation and independence, with fewer identified barriers preventing them from fully engaging in learning and wider school life.
--	--	--	--	--	--	--

7. Educational Visits and Enrichment

No disabled student should be excluded from an educational visit or enrichment opportunity solely because of disability without the school first considering reasonable adjustments and alternative means of enabling participation.

For every significant visit, the school will consider:

- Physical access
- Transport
- Toilets
- Medication
- Communication
- Sensory involvement
- Fatigue
- Supervision
- Emergency arrangements
- Accessibility of activities
- Dietary requirements
- Participation in residential arrangements
- Appropriate risk management
- Reasonable adjustments

Additional costs arising from making a reasonable adjustment will not be passed to the student's family where the school is legally required to make the adjustment.

8. Staff Training

Accessibility will form part of the school's continuing professional development programme. Training priorities may include:

- Equality Act duties
- Reasonable adjustments
- Inclusive teaching
- Accessible digital resources
- Assistive technology
- Sensory accessibility
- Communication needs
- Hearing and visual impairment
- Physical disability
- Neurodiversity
- Accessible educational visits
- Emergency evacuation
- Accessible assessment
- Supporting students with medical conditions

Training will be targeted according to the needs of the school's population.

9. Communication, Parent/Carer Engagement and Student Voice

Parents/carers will have opportunities to:

- Raise accessibility concerns
- Request consideration of reasonable adjustments
- Contribute to accessibility reviews
- Provide feedback on arrangements
- Discuss transition
- Contribute to planning for trips and activities

The school will provide information about who to contact where a family believes accessibility barriers are affecting their child. Concerns will be considered promptly and in accordance with the school's complaints and SEND procedures.

Disabled students will be given meaningful opportunities to contribute to accessibility planning.

Methods may include:

- Individual conversations
- Student surveys
- SENDCo led focus groups
- Accessibility walks
- Lesson feedback
- Transition meetings
- Review meetings
- Feedback following trips or activities

Questions may include:

- What makes school easier for you?
- What makes school harder to access?
- Are there places that you avoid?
- Are lessons accessible?
- Can you access clubs and trips
- Are you able to access information that works for you?
- Do adults understand the adjustments you need?
- Is there anything that would help you participate more independently?

Feedback will inform both this plan and individual reasonable-adjustment decisions

10. Planning for Emergencies and Evacuation

Emergency procedures will consider the needs of disabled students.

Where required, the school will maintain personal emergency evacuation plans (PEEPS) or equivalent arrangements.

Plans will address:

- Evacuation routes
- Evacuation equipment
- Staffing
- Communication
- Detection and alarm outputs
- Designated assistance
- Accessibility equipment for evacuation

11. Monitoring and Evaluation

The Accessibility Plan will be monitored through the school's normal governance and school improvement processes.

11.1 Termly monitoring

The SENDCO will review:

- Progress against actions
- New accessibility barriers
- Reasonable adjustment issues
- Student feedback
- Parent/carer feedback
- Incidents or complaints relating to accessibility
- Participation in curriculum and enrichment
- Relevant attendance information
- Physical environment issues

11.2 Annual Review

The headteacher/Trust will receive an annual accessibility report covering:

- Actions completed
- Actions delayed
- Reasons for the delay
- Expenditure
- Impact on students
- Emerging priorities
- Student/parent feedback
- Reasonable adjustments
- Priorities for the following year

11.3 Three-year review

At the end of the three-year period, the school will undertake a full review and publish a revised Accessibility Plan

The Equality Act requires the responsible body to keep the plan under review and revise it where necessary.