

Purpose of Plan

This plan demonstrates how Haven High Academy intends to progressively increase accessibility to the physical environment, curriculum, and written information. Our goal is to ensure that all pupils and students with disabilities and other protected characteristics can fully participate in their education and all associated opportunities.

Definition of Disability

Under the Equality Act 2010, a person has a disability 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. This includes, but is not limited to, physical disabilities, sensory impairments, learning difficulties, neurodivergence, mental health conditions, and long-term medical conditions.

Key Aims

- ✓ Total access to our setting's environment, curriculum and information
- ✓ Full participation in the school community for all pupils and students
- ✓ Continuous improvement based on student voice and emerging needs

Principles

- Compliance with the Equality Act 2010 is consistent with our academy's aims, equal opportunities policy, and SEND Information Report
- Staff recognise their duty not to discriminate against disabled pupils in admissions, exclusions, and provision of education
- We take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- We recognise and value the knowledge of young people and their parents/carers regarding their disability
- We respect confidentiality rights while ensuring appropriate support is provided
- We provide all pupils with a broad, balanced curriculum that is differentiated, personalised, and age-appropriate

Financial Planning and Control

The Executive Headteacher, Senior Leadership Team, and Finance Committee review the financial implications of this accessibility plan as part of the normal budget review process. Accessibility improvements are prioritised based on need, impact, and available resources.

Compliance with the Equality Act – Action Plan

Accessibility Outcomes	Action to ensure outcomes	Who is responsible?	Long, Medium or Short Term	Time Frame	Notes
All staff are confident in supporting students with diverse needs including gender identity, sexuality, and neurodiversity	Deliver comprehensive whole-school training on supporting all pupils including gender identity, sexuality, neurodiversity, and mental health. Use expert trainers and lived experience perspectives.	AHT for SEND/CPD Lead	Medium	Spring 2026	
All students understand protected characteristics and demonstrate inclusive behaviour	Deliver planned assemblies, PSHE lessons, and cross-curricular content to all year groups. Include student-led campaigns and awareness initiatives.	AHT for SEND/AHT for PD/ HOY	Medium (ongoing)	Summer 2026	
Appropriate changing spaces and gender-neutral facilities are available	Complete review of facilities with student input. Implement changes to provide accessible, inclusive, and safe spaces for all students.	EHT/AHT for SEND/Site Manager	Long	Summer 2027	
All pupils can access places of worship or reflection if required	Provide designated multi-faith spaces at both sites. Ensure accessibility and privacy for religious observance and quiet reflection.	AHT for SEND/ AHT for PD	Short	January 2026	

Physical Environment – Action Plan

Accessibility Outcomes	Action to ensure outcomes	Who is responsible?	Long, Medium or Short Term	Time Frame	Notes
Appropriate accessible toilet provision is available	Maintain accessible toilet facilities at both sites ensuring they meet dignity, privacy, and accessibility requirements. Each accessible toilet should include wheelchair access, grab rails, emergency cord, and door opening onto circulation space. NOT required: all toilets to meet accessibility standards.	AHT for SEND/Site Manager	Long	Ongoing	
All recreational spaces are accessible for wheelchair users and students with mobility needs	Conduct comprehensive accessibility audit of both sites. Create prioritised action plan for improvements including paths, surfaces, and access points.	AHT for SEND/Site Manager	Long	Ongoing	
Wayfinding is accessible for all, including visually impaired students	Install braille and tactile signage across both sites. Ensure clear, high-contrast visual signage. Consider audio wayfinding technology.	AHT for SEND/Site Manager	Long	Summer 2027	
All interactive equipment is positioned for inclusive access	Audit height and positioning of door controls, switches, displays, and interactive equipment. Adjust to ensure accessibility for all students including wheelchair users.	AHT for SEND/Site Manager	Long	Ongoing	

Multiple staff members can support students with physical needs during emergency evacuations	Maintain training programme for staff across both sites. Ensure Personal Emergency Evacuation Plans (PEEPs) are current and regularly practiced.	AHT for SEND/AHT for training	Medium	Spring 2026	
Sensory needs are accommodated across the academy	Create sensory-friendly spaces for students who need quiet, low-stimulation environments. Audit classrooms for sensory considerations.	AHT for SEND/Site Manager	Medium	End 2026	
Accessible parking provision meets needs of school community	Audit current parking. Install clearly marked accessible parking bays with appropriate signage near main entrances at both sites. Ensure adequate number based on staff, student, and visitor needs.	Site Manager / AHT for SEND/Site Manager	Medium	Summer 2026	
All access and egress routes are safe and accessible	Complete accessibility audit of all entrance/exit routes including drop-off zones, pathways, surfaces, gradients, and lighting. Implement improvements prioritised by safety and frequency of use.	Site Manager / EHT / AHT for SEND	Long	Ongoing	
Reception and signing-in facilities are fully accessible	Install lowered reception desk sections at both sites. Ensure all signing-in systems (visitor management, safeguarding) are operable from wheelchair height.	Site Manager / Admin Team	Short	Spring 2026	
Comprehensive accessible signage system is in place	Develop and implement signage strategy including: lift locations,	Site Manager / AHT for	Long	Summer 2026	

	accessible parking, assistance points, accessible routes. Use high-contrast, large print, and where appropriate braille/tactile elements.	SEND/Site Manager			
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Ensuring Inclusion in the School Community – Action Plan

Accessibility Outcomes	Action to ensure outcomes	Who is responsible?	Long, Medium or Short Term	Time Frame	Notes
Student-led equality and diversity groups are active and impactful	Support and resource student groups including Allies group, disability awareness group, and other student-led initiatives. Provide staff sponsor and meeting space.	AHT for PD	Short	Jan 2026	
Protected characteristics are celebrated and understood throughout the academy	Plan and deliver awareness weeks, assemblies, and campaigns throughout the year. Include diverse role models and lived experiences.	AHT for SEND/ Pastoral Teams	Long	Ongoing	
Students can confidentially share concerns and ideas about inclusion	Maintain inclusion feedback system (student council) at both locations. Review and respond to concerns promptly.	Student council coordinator	Long	Ongoing	
EAL community contributes to and enriches academy culture	Partner with Language School and EAL students to plan cultural sharing events, multilingual resources, and celebration of linguistic diversity.	EAL coordinator	Medium	Summer 2026	
Families feel welcomed and supported regardless of need or background	Review and improve accessibility of parent communication, meetings, and events. Offer translation, BSL interpretation, and flexible meeting arrangements.	Family Liaison/ SEND Team	Medium	Summer 2026	

Curriculum Access – Action Plan

Accessibility Outcomes	Action to ensure outcomes	Who is responsible?	Long, Medium or Short Term	Time Frame	Notes
All students understand their individual learning targets and support strategies	Provide individual meetings for SEND students with SEND team. Supply printed, accessible target information. Review termly.	SEND Team	Medium	Summer 2026	
Curriculum planning embeds accessibility from the outset	Use recommendations from SENCo, EEF research, and disability equality training to inform scheme of work development. Build in flexibility and adaptation.	AHT SEND/ AHT CPD	Long	Ongoing	
All staff demonstrate effective adaptive teaching	Provide ongoing CPD on adaptive teaching strategies. Include department time for sharing practice. Evidence through learning walks and lesson observations.	SLT	Long	Ongoing	
All subjects and enrichment activities are genuinely accessible to all students	Audit subject accessibility including practical subjects, PE, arts, trips, and clubs. Remove barriers through reasonable adjustments, additional staffing, or adapted activities.	AHT SEND/HOFs	Long	Ongoing	
Educational visits and trips are inclusive and accessible	Ensure all trip planning includes accessibility considerations from the start. Provide pre-visit information, risk assessments, and adjustments as needed.	EVC/SEND Team	Medium	Ongoing	

Assistive technology and digital tools enhance learning for all	Provide and train students in use of assistive technology including text-to-speech, speech-to-text, reading aids, and subject-specific software.	AHT SEND	Medium	Ongoing	
Resources and homework are presented in accessible formats	Ensure all Heads of Faculty provide adapted resources. Follow British Dyslexia Association guidance. Use colour overlays, large print, audio, and simplified language as needed.	AHT SEND/ HOFs	Long	Ongoing	
Assessment and exams are accessible with appropriate access arrangements	Conduct timely assessments for access arrangements. Prepare students for exam conditions. Ensure exam venues meet accessibility requirements.	Exams Officer/SEND Team	Long	Ongoing	

Access to Information, Advice and Guidance – Action Plan

Accessibility Outcomes	Action to ensure outcomes	Who is responsible?	Long, Medium or Short Term	Time Frame	Notes
Parents and carers are aware of and can access the SEND Information Report	Promote SEND Information Report through website, social media, parent newsletters, and all parent meetings. Ensure accessible formats available.	SEND Team	Long	Autumn 2025 (ongoing)	
Families know how to access the Local Offer	Promote Local Offer through multiple channels. Provide guidance on how to access support services. Include in parent information packs.	Family Liaison/SEND Team	Long	Autumn 2025 (ongoing)	
Policy changes and updates are clearly communicated	Use parent app, social media, website, and newsletters to share policy updates. Ensure plain language summaries available.	SLT	Long	Ongoing	
Students know where to access advice and support	Promote support services through assemblies, tutor time, student reviews, and visible signage. Ensure students know how to self-refer.	Careers Team/SEND team	Long	Ongoing	
Regular SEND communication keeps families informed and supported	Publish termly SEND newsletter featuring tips, upcoming events, student achievements, and guidance. Share via app, website, and social media.	SEND Team	Long	Ongoing	
School website meets accessibility standards	Ensure website meets WCAG 2.1 AA standards. Provide documents	IT support	Short	Autumn 2025	

	in accessible formats. Include accessibility statement.				
Translation and interpretation services are available when needed	Maintain access to translation services for written documents and interpretation for meetings. Publicise availability to families.	Admin Team	Medium	Spring 2026	