



GREENWOOD ACADEMIES TRUST

Accessibility Plan for
Skegness Junior Academy

Reviewed
23.10.2025

Introduction

Improving the physical environment of academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

1. This Accessibility Plan has been drawn up in consultation with all stakeholders.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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 to developing a culture of awareness, tolerance and inclusion.
3. The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff and visitors. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
 - a. Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
 - b. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled pupils in accessing the curriculum.
 - c. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. This will include hand-outs, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.
5. We acknowledge that there is a need for on-going awareness raising and training for staff, Trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

- SEN and Disability Policy
- Admissions Policy
- Pupil Behaviour and Exclusions Policy
- Every Child Matters
- Organisation of Pupil Learning
- Education Brief
- Academy Improvement Plans
- Academy Brochures
- Asset Management Plan

7. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.
9. The Academy's Complaints Procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
11. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP.
12. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

Physical Environment

No	Issue	Action	Responsible Person	Completion date
1.	Main gates are currently locked using a padlock, requiring visitors to phone the school to gain access.	Access-controlled gates to be installed.	EP/HoS/site	By December 2025
2.	Ipads in main reception/office area are not height-adjustable.	Ensure ipads are on stands that are height-adjustable.	EP/HoS/site	By April 2026
3.	Changes in ground level to painted in a single contrasting colour.	Tape to be removed and step to be painted in a single contrasting colour.	Site	By December 2025
4.	Accessible toilets should be fitted with a paddle flush level on the open side so that a user would be able to flush using a hand, an elbow, or any other part of the body.	Replace the flush levers in the hygiene room and in the accessible toilet by the dining room for paddle levers and ensure they are located on the open side.	Site Manager	By July 2026
5.	Handrails to be painted in bright colour and should be in good repair.	Repaint handrails where paint is peeling off.	EP/HoS	As and when required.
6.	Accessible toilets should have fittings and consumables that can be reached by a person sitting on the toilet seat.	Relocate sink, toilet paper/paper towels.	Site	By July 2026

Curriculum Access

Objective	Activity	Person responsible	Timescale	Success criteria
Improve the visibility of people with protected characteristics. Ensure positive images permeate the curriculum.	Represented in whole school assemblies – through artists. Represented through English texts and reading books. Evident in learning environments and on displays around the Academy.	HoS/EP	Ongoing but to be audited annually.	Pupils are able to talk about people with disabilities and their achievements. There are many examples of people with disabilities represented around the Academy. Audit of texts/reading books evidences the opportunities for children to read about and learn about people with protected characteristics.
Further improve access to alternative methods of recording for pupils with identified additional needs where appropriate	Ensure use of laptops, IT specific programs, use of an adult to scribe, other methods to record learning.	Curriculum Lead/SENCo	Ongoing but to be audited annually.	Range of recording methods evident. Pupils can discuss different programmes/ways their record their learning.
Continue to develop CPD offer to ensure all staff are knowledgeable about how to support pupils with disabilities/ additional needs to access the curriculum.	SEND CPD to feature in every term and to be based on needs/context of the Academy.	HoS/EP/SENCo	New approach to be implemented by Dec 2025.	CPD plan evidences range of training for staff relating to additional needs and disabilities.
Ensure that classrooms and lessons are organised/ adapted to meet the needs of those children with additional	Ensure access to practical resources to support pupils. Ensure lessons are adapted so that all pupils	SENCo	Ongoing but to be audited annually.	Audit and monitoring activities demonstrate that staff are adapting lessons and approaches. Classrooms are organised

needs or disabilities.	can access learning, including PE lessons. Ensure pupils have the opportunity to work in different ways – partners, groups, individually. Ensure staff make reasonable adjustments based on pupil's needs (extra processing time, own desk space, safe space)			to support pupils with additional needs.
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Access to Information

Objective	Activity	Person responsible	Timescale	Success criteria
Improve access to all written information for students with communication difficulties e.g. those with ASD, pupils with speech and language difficulties.	Ensure that widget is used to improve accessibility for pupils.	SENCo	Ongoing	Widget is being used routinely in all classrooms.
Improve access to all written information for pupils and parent/carers with additional needs.	Ensure that information for parents is reviewed to ensure that jargon/education specific acronyms are not used. Ensure that it is written to facilitate parents/carer's understanding. Ensure that written information is available electronically and in paper-form.	HoS/EP	Ongoing	Parents are knowledgeable about school events, processes, news items.
Improved staff knowledge of how to ensure accessibility for both pupils and parent/carers.	CPD plan to improve knowledge of staff.	HoS/EP/SENCo	Ongoing	CPD plan details ongoing programme to improve staff knowledge.