



Sandy Hill Academy Accessibility Plan

2026-2027

Purpose of Plan

Sandy Hill Academy is committed to providing an inclusive environment in which all pupils can participate fully in Sandy Hill Academy life and achieve their potential. This Accessibility Plan sets out how the Sandy Hill Academy will improve access to the curriculum, the physical environment and information for pupils, families and visitors with disabilities, in line with the Equality Act 2010. The plan is reviewed annually and monitored by senior leaders and governors to ensure its effectiveness.

Sandy Hill Academy Context

Sandy Hill Academy is an inclusive Sandy Hill Academy that values diversity and promotes equality of opportunity for all pupils. The Sandy Hill Academy works closely with families and external agencies to identify and remove barriers to learning, participation and achievement. Leaders regularly review provision for pupils with SEND and disabilities to ensure that reasonable adjustments are effective and that pupils are fully included in Sandy Hill Academy life.

Definition of disability

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.

Key aims

To ensure pupils with a disability have:

- Total access to our setting's environment, curriculum and information and full participation in the Sandy Hill Academy community.



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Principles

Compliance with the Equality Act is consistent with our setting's Equal Opportunities Policy and SEN Information Report. Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision or education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties, Governors have regard to the Equality Act 2010. Our setting:

- Recognises and values the young person's knowledge / parents' knowledge of their child's disability.
- Recognises the effect their disability has on his/her ability to carry out activities.
- Respects the parent's and child's right to confidentiality.

Sandy Hill Academy provides all pupils with access to an ambitious, broad and balanced curriculum. Teaching is adapted to meet individual needs while maintaining high expectations, enabling all pupils, including those with SEND and disabilities, to achieve well and participate fully in school life.

Increasing access for disabled pupils to the Sandy Hill Academy curriculum

- Our Sandy Hill Academy curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level
- All Sandy Hill Academy visits are planned with individual needs in mind and support is put in place to ensure all pupils can access



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- Where challenges are identified, support from relevant agencies are sought to adapt the curriculum or premises as required

Improving access to the physical environment of the Sandy Hill Academy

Involvement from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case-by-case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we became aware that parents may not be accessing information readily, verbal communication is used effectively.

Financial Planning and control

The Head of Sandy Hill Academy and SLT review the financial implications of the accessibility plan as part of the normal budget review process.



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Accessibility Action Plan

Access to the physical environment - Statutory					
Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes/Evidence of Impact
Classrooms are adapted to ensure access for all areas	Ensure all classrooms, corridors and Sandy Hill Academy hall are kept clutter free and regular clearances happen to reduce items collected over the term	All staff	Long term	Ongoing	Pupils, staff and visitors can navigate the site independently and safely.
Outdoor learning environments are accessible for all pupils	Audit playgrounds, sensory areas and outdoor learning spaces annually	All staff	Long term	Ongoing	Outdoor sensory spaces have been developed including the sensory garden and SEN gazebo to increase participation in outdoor activities and enrichment opportunities.



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Calm, low sensory areas available in the setting	Develop use of Sensory space and Nurture Base within KS1 building.	EYFS staff & SENDCo	Medium term	Ongoing	Inclusion base (The Hive) being developed in EYFS/KS1 building to support needs of younger pupils in Sandy Hill Academy. Sensory spaces in KS2 building continue to be available.
Emergency procedures are accessible for all pupils and visitors	Develop individual evacuation plans (PEEPs) where required and review annually.	SENDCo	Long term	Ongoing	Pupils with disabilities can evacuate safely during drills and emergencies.



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Ensuring Inclusion in Sandy Hill Academy and the Community

Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes/Evidence of Impact
Pupils with disabilities are fully included in all aspects of school life.	Monitor participation in lessons, clubs, trips, performances, sporting events and leadership opportunities. Introduce reasonable adjustments where required.	All staff	Long term	Ongoing	Participation data, pupil voice and parental feedback demonstrate that pupils with disabilities are able to access the same opportunities as their peers.
Parents can access information in a format that meets their needs.	Offer alternative formats including large print, electronic copies and translated documents where appropriate.	All staff	Long term	Ongoing	Parent feedback indicates information is accessible and timely.



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Communication between home and school is effective for all families.	Review communication methods regularly and provide additional support where required. Ensure parents and staff are clear on systems; parents phone/email Sandy Hill Academy office to arrange appropriate time for staff member to contact them or arrange a meeting.	All staff	Medium term	Ongoing	Open door policy. Half termly Sandy Hill Academy newsletters with contact details. Increased parental engagement and positive feedback.
Pupil voice informs accessibility developments.	Gather feedback through pupil questionnaires, SEND chats and school council discussions.	All staff	Medium term	Ongoing	Pupils report feeling included, safe and listened to.
External professional advice is acted upon effectively.	Track recommendations from specialist reports and review implementation through SEND provision mapping.	All staff	Long term	Ongoing	Evidence demonstrates recommendations are implemented and reviewed.



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Access to the Curriculum - Statutory

Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes/Evidence of Impact
Pupils with SEND and disabilities access an ambitious curriculum.	Curriculum leaders review adaptations and accessibility within subject areas.	SENDCo SLT Curriculum leads	Long term	Ongoing	Monitoring demonstrates pupils access the same broad curriculum as their peers.
Positive attitudes towards diversity and inclusion are promoted as inclusive approaches.	Embed equality, diversity and disability awareness within assemblies and curriculum themes. Deliver annual CPD on adaptive teaching, SEND strategies and communication needs.	All staff	Long term	Ongoing	Pupils demonstrate respect and understanding of differences.



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All children able to access learning materials.	CPD around appropriate scaffolding tools / strategies. CPD around appropriate communication strategies (e.g. visuals, Makaton). Strategic deployment of staff. Use of assisted technology supports learning. Provide adapted texts, coloured overlays, larger print and alternative formats where necessary.	SENDCo SLT Curriculum leads	Long term	Ongoing	Monitored and reviewed through IPM reviews / pupil progress review meeting. Learning walks show consistent implementation across classes. Improved independence and engagement in lessons. Pupils are able to access reading activities with increased confidence and success.
Out of Sandy Hill Academy activities and after Sandy Hill Academy clubs are planned to ensure reasonable adjustments are made to	Risk assessments undertaken where appropriate. Forward planning and liaison with pupils/parents e.g. Year 6 Camp. Providers comply with legal requirements.	SENDCo SLT	Long term	Ongoing	All pupils are able to access a wider range of curricular activities.



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enable participation of the whole range of pupils.					
Regular and updated staff training.	Continue to arrange training courses and INSET CPD based on identified training needs.	SLT Curriculum leads	Long term	Ongoing	Positive impact for staff CPD which is reflected in practice and monitoring.



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Access to information, advice and guidance - Statutory

Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes/Evidence of Impact
Ensure all reports from external agencies are shared with relevant staff and families.	Aspire leads, Heads of Sandy Hill Academy and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals.	Aspire leads, Head of Sandy Hill Academy and SENDCo	Long term	Ongoing	Recommendations from external professionals are implemented within classroom practice and SEND support plans. Staff demonstrate awareness of pupil needs and adaptations during learning walks, reviews and pupil progress meetings.

Review due: September 2027