



GREENWOOD ACADEMIES TRUST

**Accessibility plan for
Nottingham Academy**

December 2025

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to

- increase the extent to which pupils with disabilities can participate in the curriculum
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to pupils with disabilities.

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

We have adopted an equalities statement which outlines our approach and is available on request.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Access to the curriculum

Each academy within our Trust publishes extensive information about its curriculum on its website and this is available to all.

In addition, an annual statement is published in regard to Special Educational Needs and Disabilities (SEND) which is also on the academy website.

These documents describe in some detail the ways in which our curriculum is made accessible to those with disabilities and the progress we are making in this area.

You are therefore referred to these documents in the first instance, and if you require more information about our approach to curriculum accessibility, you are invited to contact the academy in the usual way.

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
<ul style="list-style-type: none"> • Increasing the extent to which disabled students can participate in the 	<ul style="list-style-type: none"> • Regular review of curriculum to ensure full accessibility. • High expectations of all students. • Introduction of specialist courses for targeted students (where appropriate). 	Annually On going On going	<ul style="list-style-type: none"> • Removal of barriers to learning and participation. • Higher achievement by all. Fewer disaffected and underachieving students. • Students achieve target grades/levels. Classrooms optimally organised for disabled students. Class seating plans in 	<ul style="list-style-type: none"> • SLT MSA/BMO – (Annually). Register will be taken to monitor attendance of key pupils. Attendance will show greater participation from identified pupils.

school curriculum	<p>Year 7 on entry. Introduction offer for a Core plus option to support pupils Cognition and Learning needs</p> <ul style="list-style-type: none"> Individualised KS4 timetables. 	On going.	<p>all subjects Students working at their own level and achieving their targets grades/levels.</p> <ul style="list-style-type: none"> Placement is appropriate. 	<ul style="list-style-type: none"> As part of the Options programme, consider the needs of the year. group and provide accessible courses for ALL pupils limiting barriers (SCO/MSA/BMO Ongoing)
	<p>Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases).</p> <p>Personalised Learning and Assessment for Learning.</p> <p>Range of Learning and Teaching strategies facilitated by high quality ICT and Expert CPD.</p> <p>Deployment of auxiliary aids and personnel (SEN department).</p> <p>Information and training for staff (SEN department + outside agencies).</p> <p>The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools').</p>	<p>On going.</p> <p>On going.</p> <p>On going.</p> <p>When and where appropriate</p> <p>On going.</p> <p>On going</p>	<p>Teachers and LMs have the necessary training to teach and support current disabled students.</p> <p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p>	<p>All Staff</p> <p>BMO/MSA/VST (Ongoing all year round)</p> <p>BMO (Ongoing all year round)</p> <p>BMO (Ongoing all year round)</p> <p>BMO (Ongoing all year round)</p>

4. Access to the estate

The environment of each academy in our Trust is adapted to the needs of pupils as required. An ongoing programme of works aims to improve physical accessibility each year.

Examples of adaptations and changes in our academy include:

Improving the physical environment of the school	<ul style="list-style-type: none"> • Install portable hearing loop at reception and sign that a loop is available. Hearing Kits will be based at school to ensure fully recharged for the following day. • Staff to be given training on using the loop. • Install reduced height facilities. There is no immediate requirement. However, if pupils who are wheelchair users join the academy reduced height facilities should be provided to ensure full access to the curriculum. Installation of rise and fall sinks for use in science and food technology. • Further improvements to signage. 	• 2025-6	<ul style="list-style-type: none"> • Hearing impaired students are fully included in the school and understand instructions. • Students in wheelchairs can access all the curriculum safely. • Students, staff, and visitors can make their way safely around the site. 	<ul style="list-style-type: none"> • MWA/JEL (Ongoing all year round). • MWA/JEL (Ongoing all year round). • MWA/JEL (Ongoing all year round).
	<ul style="list-style-type: none"> • Lift maintained as per lift company's specifications. • Yellow markings (paint) on all steps (look also at external step nosing's) 	<ul style="list-style-type: none"> • On going. • On going 	<ul style="list-style-type: none"> • Students, staff, and visitors can make their way safely around the site. • To meet DDA standards 	<ul style="list-style-type: none"> • MWA/JEL (Ongoing all year round). • MWA/JEL (Ongoing all year round).

We conduct a premises accessibility audit in each academy every three years and detail is recorded about how we ensure accessibility is prioritised and continues to improve.

These audits are available on request to anyone who wishes to see them from the academy office.

5. Access to communication

Each academy within our Trust uses a range of communication methods to ensure that information is accessible to all.

In our academy, these include aspects such as:

- large print resources
- pictorial or symbolic representations.

Provision of Information - Communication	<ul style="list-style-type: none"> Examination papers – GCSEs are modified. 	Annually	<ul style="list-style-type: none"> Good links between exams officer and SEND CL-EAA coordinator. 	<ul style="list-style-type: none"> JCO/RAD/BMO/CLE (Ongoing all year round).
	<ul style="list-style-type: none"> Resource material is modified. 	Annually		<ul style="list-style-type: none"> JCO, Curriculum leaders (Ongoing all year round).
	<ul style="list-style-type: none"> Information for visitors with disabilities in writing on arrival. 	On going	<ul style="list-style-type: none"> Staff are following advice and students are receiving modified material. Clear information including disabled parking availability, accessible WC provision, a portable induction loop, etc. 	<ul style="list-style-type: none"> TGO/CGO (Administration team in reception Ongoing all year round).

We review these on an annual basis and will be happy to provide information about our most recent review upon request.

6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by executive leaders and assurance provided to the Board of Trustees, who have overall responsibility for its development and implementation.