

The Canterbury Academy Trust

Schools for all the Talents



Name of policy	Accessibility Plan – The Canterbury Academy
Document owner	Head of School
Document issued / last reviewed	January 2025
Date for review	January 2026
Additional notes	
Number of pages	4

The Canterbury Academy Accessibility plan from Jan 2025 – 2026

The Canterbury Academy Accessibility Policy

Policy Statement

1) Aims

At The Canterbury Academy, we are committed to promoting equality of opportunity and fostering an inclusive, accessible environment where every member of our school community can thrive. We actively seek to identify and eliminate barriers that may hinder any pupil, staff member, parent, or visitor from fully participating in school life.

Objectives

1. Provide an accessible and inclusive learning environment for all pupils, including those with disabilities and additional needs.
2. Ensure physical, sensory, and informational accessibility throughout the school.
3. Promote equality and diversity within the school ethos.
4. Monitor and evaluate access initiatives regularly, making adjustments as needed.

This Accessibility Plan sets out how The Canterbury Academy will continue to:

1. Increase access to the curriculum: Ensuring that teaching and learning opportunities are inclusive, with appropriate adaptations for all pupils, including those with SEND.
2. Improve the physical environment: Identifying and addressing barriers within our facilities to enable safe and unrestricted access for everyone.
3. Provide accessible information: Making all communications, written materials, and resources available in formats suitable for individuals with sensory or cognitive needs.

2) Legislation and guidance

Our Accessibility Plan is guided by our obligations under the following legislation:

- The Equality Act 2010, which requires schools to make reasonable adjustments to prevent discrimination against individuals with disabilities.
- The Special Educational Needs and Disability Regulations 2014, which support the provision of high-quality educational opportunities for pupils with additional needs.
- The Children and Families Act 2014, which outlines the responsibility of schools to collaborate with families to meet the needs of pupils with SEND.
- The Public Sector Equality Duty (PSED), which compels schools to consider the needs of individuals with protected characteristics and eliminate disadvantage.

The Canterbury Academy Accessibility plan from Jan 2025 – 2026

Through this plan, we aim to create an inclusive and supportive school environment, embedding accessibility into our ethos and practice. We work collaboratively with pupils, parents, staff, and external agencies to ensure that all members of our community are respected, valued, and empowered to reach their full potential.

The Canterbury Academy Accessibility plan from Jan 2025 – 2026

	Targets	Strategies	Outcome	Goals Achieved
Target 1 Improve the physical environment	Improve access to key areas of the school building both in the immediate future and as part of long term planning.	Conduct an accessibility audit to identify barriers (e.g., ramps, door widths, accessible toilets). Seek funding for adjustments.	Key areas are accessible to pupils, staff, and visitors with mobility needs.	Improved physical accessibility for all users.
Target 2 Improve access to communication	Enhance communication for children with additional needs both in the immediate future and as part of long term planning.	Implement visual aids, communication boards, and accessible digital tools in classrooms. Provide staff training on inclusive communication strategies.	Improved communication for pupils with SEND and EAL.	Better pupil engagement and understanding.
Target 3 Increase access to the curriculum	Develop all staff's ability to make all learning accessible to all students both in the immediate future and as part of long term planning.	Continue training on differentiated teaching strategies and inclusive practices using specialist resource within the school.	Greater awareness and understanding of accessibility practices among all stakeholders.	Increased progress and satisfaction for students.

3) Monitoring arrangements

The Access Plan is reviewed annually by the governing body and updated in response to pupil and parent feedback, audit findings, and changes in legislation or guidance.