



**CALTHORPE  
ACADEMY**  
Skills for the life we want

# Accessibility Plan

\*All policies are stored electronically on GovernorHub

Ratified by the Head Teacher)

Signed by the (Head Teacher):

**Date: Mar 2026**

To be reviewed (every 3 years):

**Date: Mar 2029**

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## 1. Introduction

Calthorpe Academy is a 2-19 special educational needs academy. Calthorpe Academy has 3 school sites- Main Site (Calthorpe) and two offsite provisions Belgravia School and Oakland School and are part of Thrive Educational Partnership and provide education for learners with a wide range of complex needs including learners with Autism, Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), sensory differences, physical disabilities, medical conditions and significant communication needs.

This Accessibility Plan sets out how the Trust will continue to remove barriers and promote full participation in education, school life and the wider community across all three sites.

To meet statutory duties, this Accessibility Plan is written in accordance with:

- Equality Act 2010 (Schedule 10): duties to improve access to the curriculum, physical environment, and information for disabled pupils.
- Public Sector Equality Duty (Equality Act 2010, Section 149): eliminating discrimination, advancing equality of opportunity and fostering good relations.
- Children and Families Act 2014: duties relating to EHCPs, co-production, multi-agency working, and preparing learners for adulthood.
- SEND Code of Practice (2015): requirements for inclusion, person-centred planning, curriculum accessibility and reasonable adjustments.
- Supporting Pupils with Medical Conditions (DfE 2017): ensuring safe, appropriate medical and therapeutic provision.
- Keeping Children Safe in Education (KCSIE): safeguarding responsibilities, multi-agency collaboration and safe environments.
- Behaviour in Schools (DfE 2024): promoting proactive, relational and preventative approaches to behaviour support.
- Mental Health and Behaviour in Schools (DfE 2018): ensuring emotional wellbeing, mental health support and regulated environments.
- Working Together to Safeguard Children (2023): coordinated, multi-agency safeguarding practice.
- Education for pupils with health needs who cannot attend school (DfE): ensuring access to curriculum, therapy and health support for learners with medical needs.

**This plan fulfils statutory duties under Schedule 10 of the Equality Act 2010 and Section 69(2) of the Children and Families Act 2014.**

1.1. Aims of the Accessibility Plan

Our Accessibility Plan aims to:

- Remove barriers to learning, communication and participation across all three school sites.
- Improve access to high-quality teaching and the full breadth of our curriculum pathways (Engagement for Life, Foundations for Life, Learning for Life and Post-16).
- Develop physical and sensory environments that enable safe movement, regulation and engagement.
- Ensure all information and communication is accessible for learners, families, staff and external professionals.
- Strengthen co-production with learners and parents/carers, ensuring their voices shape provision.
- Promote emotional wellbeing, positive behaviour and regulation through Capable Environments and Positive Behaviour Support (PBS).
- Ensure safe and dignified access to medical, therapeutic and personal care.
- Increase independence, communication and Preparation for Adulthood outcomes.
- Promote consistent, inclusive practices across Calthorpe Academy, Belgravia School and Oakland School.
- Comply with all statutory responsibilities relating to equality, SEND, safeguarding and curriculum access.

**2. Special Educational Needs**

A child, young person or adult is considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that means they require additional or different provision from that generally made for others of the same age. A person has SEN if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities or support ordinarily provided for others of the same age; and
- Require special educational provision that is additional to, or different from, that normally available in mainstream or specialist settings.

This definition reflects the statutory wording in the Children and Families Act 2014 and the SEND Code of Practice (2015).

All learners across the three sites have an Education, Health and Care Plan (EHCP) or are undergoing assessment.

Our cohort includes:

- Learners with Profound and Multiple Learning Difficulties (PMLD) requiring significant physical, sensory, communication and medical support.
- Learners with Severe Learning Difficulties (SLD) accessing an adapted National Curriculum.
- Autistic learners with high sensory needs, communication differences and requirements for predictable structures.
- Learners with complex communication needs requiring AAC, PECS, core boards, Makaton, objects of reference or eye-gaze.
- Learners with physical disabilities requiring hoisting, postural care and mobility equipment.
- Learners with sensory processing differences requiring structured sensory support.

We adopt a proactive and preventative approach based on:

- Capable Environments (PBS universal support)
- Pathway Environment Expectations (EfL, FfL, LfL)
- Sensory Aware Learning Environment (SALE)
- Co-production with families and learners
- Integrated therapy and medical support
- Trauma-informed and relational practice

### **3. Access to the physical environment**

The Trust is committed to ensuring that the physical environments at Calthorpe Academy, Belgravia School and Oakland School are safe, dignified and enabling for all learners. Adaptations are based on individual need and reflect statutory duties under the Equality Act 2010.

Across our three sites, where applicable, the physical environment includes:

- Overhead tracking and mobile hoists to support safe moving and handling.
- Fully accessible toilets, hygiene rooms and changing areas with height-adjustable beds and appropriate equipment.

- Low-distraction classrooms and structured environments, supporting sensory regulation and enabling small-group and individualised learning.
- A hydrotherapy pool (Calthorpe) enabling therapeutic, sensory and physical development programmes.
- Dropped kerbs, ramps and widened doorways ensuring accessible movement across the site.
- Safe and secure outside areas that promote exploration, regulation and physical activity.
- A fully accessible library (Calthorpe) with sensory-friendly spaces and adapted resources.
- Wheelchair-accessible playground equipment to promote inclusion and physical development.

Adaptations across the three sites also include:

### **Calthorpe Academy**

- Hoists, ceiling tracking and height-adjustable changing beds.
- Hydrotherapy pool and physiotherapy spaces.
- Accessible hygiene rooms and medical facilities.
- Secure, zoned outdoor environments with wheelchair-accessible play equipment.
- Sensory rooms, low-arousal spaces and well-resourced classrooms.
- Clutter-free teaching spaces organised according to pathway environment expectations.
- Evacuation chairs and Personal Emergency Evacuation Plans (PEEPs).

### **Oakland & Belgravia School Sites**

- Low-arousal, structured classrooms adapted for autistic learners.
- Sensory-aware lighting and acoustic considerations.
- Therapy access to SaLT, OT and sensory regulation.
- Small, secure outdoor spaces promoting calm, safety and sensory exploration.
- Accessible changing and hygiene facilities.
- Clear, predictable movement routes.

- Small, secure and well-supervised outdoor learning environments.
- Dedicated calming spaces and breakout spaces
- Low-distraction environments suitable for early regulation and communication development.

### **Academy Physical Environment Commitments**

- Annual accessibility and sensory audits across all sites.
- Maintenance and upgrading of hoists, changing rooms and specialist equipment.
- Continued development of safe, secure and sensory-aware outdoor spaces.
- Ensuring signage, lighting and acoustics support learner access.
- Implementing Capable Environment and Sensory Aware Learning Environment (SALE) principles consistently.

## **4. Access to the Academy curriculum**

Our curriculum is ambitious, personalised and needs-led, delivered through:

- Engagement for Life (EFL)
- Foundations for Life (FFL)
- Learning for Life (LFL)
- Post-16 Preparation for Adulthood

All pathways include communication, independence, regulation, safety, and personal development.

All Learners at Calthorpe Academy have an Education, Health and Care Plan. Some learners have been identified as requiring 1:1 health care support. The Academy strives to provide a caring environment according equal value to each individual regardless of ability or background. Within this framework, it aims to create opportunities for the intellectual, personal and social development of all students whilst building skills they need for the life they want. This is so they may realise their full potential, experience success and become responsible and fulfilled members of the academy, of the community and of the rapidly changing society around them. Our curriculum at Calthorpe is constantly evolving using our collective experience of working with unique learners with a diverse range of needs. It is tried and tested but continues to be modified to meet the changing needs of the learners. Staff

are skilled and trained in delivering a wide variety of teaching approaches and the strategies listed below reflect some of the reasonable adjustments that can be offered by Calthorpe Academy:

#### **4.1. Approaches to support Communication and Interaction**

- Visual timetables and supports
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently and in groups
- Time provided for learners to process language
- Teacher able to access and employ method of communication appropriate to learners need
- Clear and simple instructions

#### **4.2. Approaches to support social, mental or emotional health**

- Tactile sensory objects to calm learners
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Personalised rewards including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Clear and understood behaviour policy
- Solution focused approaches
- Consistent use of language and expectations

#### **4.3. Approaches to support cognition and learning needs**

- Reading material accessible to learners
- Learners can present knowledge / views in a variety of ways
- Accessibility to personalised learning aids
- Collaborative working opportunities
- Visually supported learning environments
- Multi-sensory approaches to learning
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

#### **5. Access to information/Communication with parents/carers**

Calthorpe Academy is committed to strong, meaningful partnerships with parents and carers. Our Parental Engagement Strategy and Co-Production Framework ensure that parents are informed, involved and empowered at every stage of their child's education. Communication is adapted to meet diverse language, cultural and accessibility needs, ensuring all families can participate fully.

Across Calthorpe Academy, Belgravia School and Oakland School, we provide:

### 5.1. Clear, Accessible and Flexible Communication

- Home–School Communication Books used consistently, with shared expectations across sites.
- Arbor Parent App as the central system for messages, attendance, updates, documents and event information.
- Flexible meeting formats (in-person, telephone, video call) to ensure accessibility for all families.
- Interpreters and translated materials for families with English as an additional language.
- Easy-read and symbol-supported versions of key policies and reports for parents who require simplified communication.
- Regular newsletters, workshop schedules and parental information packs.

### 5.2. Structured Co-Production With Families

Our co-production cycle ensures parents' voices shape provision. This includes:

- Initial Consultations to gather detailed family information, priorities, communication profiles, medical needs and home routines.
- Co-produced targets developed jointly with families and staff, ensuring shared understanding and consistency across home and school.
- Mid-year collaboration meetings to review progress, update strategies and refine support plans.
- Annual EHCP Reviews where parents contribute meaningfully, supported by preparatory information, pupil voice tools, and accessible reports.
- Shared behaviour, wellbeing and regulation plans, including Wellbeing Passports, Positive Behaviour Support Plans and communication profiles.

### 5.3. Ongoing Engagement and Support

The Academy ensures ongoing support and involvement through:

- Workshops, training sessions and parent learning programmes on communication, Zones of Regulation, sensory needs, PBS, sleep, toileting, feeding, routines and behaviour.
- Open-door culture, enabling parents to contact teachers, pathway leads, SENCOs and pastoral staff for guidance.
- Parent Voice opportunities, including surveys, informal discussion groups, parent councils and feedback loops.

- Personalised support for families with additional vulnerabilities or challenges, including home visits where appropriate.

#### 5.4. Accessibility of Information

We ensure that all information is accessible by providing:

- Clear, jargon-free written communication.
- Visual guides, videos or symbol-based materials where helpful.
- Support for families in understanding reports, provision and strategies.
- Guidance for families to support learning, communication and regulation at home.

Our approach ensures that parents and carers are recognised as equal partners, supporting continuity between home and school and strengthening outcomes for learners across all three sites.

#### Access to specialist support on site

Calthorpe Academy provides a base and employs a range of professionals who offer advice, guidance and support in meeting learners needs. These agencies include:

- A full time academy medical service, including consultant paediatrician clinics, nurses, enteral feeding assistants and complex carers.
- A full time Speech and Language Therapist
- An on-site full time Physiotherapy Service
- Occupational Therapy Service
- 4 full time behaviour support practitioners
- A full time Occupational Therapist
- A full time mental health lead

There is regular input into the academy from:

- Sensory Integration Specialist
- Educational Psychology Service
- Child and Adolescent Mental Health Service (Forward thinking Birmingham — School Clinics)
- Music Therapist

## 6. Related Policies, Frameworks and Guidance

This Accessibility Plan should be read alongside the following Trust and school-level policies, frameworks and guidance documents which collectively

support inclusion, safeguarding, accessibility and high-quality provision across Calthorpe Academy, Belgravia School and Oakland School:

### **SEND and Inclusion**

- SEND Policy
- Equality, Diversity and Inclusion Policy
- Special Educational Needs Information Report (School SEN Information Report)
- Admissions Policy

### **Safeguarding, Wellbeing and Behaviour**

- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- Positive Behaviour Support Policy (including Capable Environments and PBS Plans)
- Anti-Bullying Policy
- Online Safety Policy
- Prevent Duty Policy

### **Teaching, Learning, Curriculum and Assessment**

- Curriculum Statements for EfL, FfL, LfL and Post-16
- Pathway Environment Expectations (EfL, FfL, LfL)
- Sensory Aware Learning Environment (SALE) Framework
- Capable Environment Strategy
- Assessment Policy
- PSHE and RSHE Curriculum Policy
- Zones of Regulation Integration Framework
- Reading, Writing, Communication and ICT Strategies
- Educational Visits Policy and EVOLVE Procedures

### **Co-Production and Parental Engagement**

- Parental Engagement Strategy
- Co-Production Framework (2024–25)
- Initial Consultation and Annual Review Procedures

- Home–School Communication Protocol
- Learner Voice and Pupil Participation Framework

### **Health, Therapy and Medical Support**

- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Physiotherapy, Occupational Therapy and SaLT Support Guidance
- Health and Safety Policy (Moving and Handling guidance)

### **Premises and Environment**

- Premises Management Policy
- Fire Safety and Evacuation Policy
- Accessibility Audit Reports
- Sensory Room and Environment Use Guidance

### **Data, Information and Governance**

- Data Protection Policy (GDPR)
- Complaints Policy
- Freedom of Information Policy

These policies collectively ensure that accessibility is embedded across all aspects of school life, including curriculum delivery, environment design, staff practice, safeguarding arrangements and communication with families.

## **7. Accessibility Plan**

The key actions to increase accessibility for pupils to the curriculum, the physical environment and to information are:

<b>Objectives</b>	<b>Actions to achieve objective</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To improve curriculum access for changing cohort of pupils	Regularly review and update pathway curriculum models (EFL, FfL, LfL, Post-16) to reflect learner needs.  • Embed personalised learning	Whole staff team	<ul style="list-style-type: none"> <li>• Curriculum remains responsive to changing cohort needs.</li> <li>• Learners demonstrate improved</li> </ul>

	<p>approaches and differentiated planning.</p> <ul style="list-style-type: none"> <li>• Increase access to AAC, assistive technology and adapted learning resources.</li> <li>• Ensure therapy guidance (SaLT, OT, Physio) is embedded into classroom practice.</li> <li>• Use data, engagement profiles and SEF outcomes to refine curriculum provision annually.</li> </ul>		<p>engagement and progress.</p> <ul style="list-style-type: none"> <li>• Curriculum documentation reflects annual adaptations.</li> <li>• Consistent use of AAC and personalised resources across sites.</li> </ul>
To improve the physical environment	<ul style="list-style-type: none"> <li>• Conduct annual accessibility and sensory environment audits across all sites.</li> <li>• Maintain and improve accessibility features (hoists, overhead tracking, changing beds, hygiene rooms, ramps, dropped kerbs).</li> <li>• Enhance low-arousal, structured classrooms and sensory-friendly teaching spaces.</li> <li>• Improve safe movement routes, signage and accessible outdoor learning areas.</li> <li>• Continue to develop sensory gardens, quiet spaces and wheelchair-accessible play equipment.</li> </ul>	Senior Leadership Team with support of individual staff members	<ul style="list-style-type: none"> <li>• All three sites meet accessibility standards.</li> <li>• Improvements documented following each audit.</li> <li>• Reduced environmental triggers for dysregulation.</li> <li>• Increased independence and safe access for learners.</li> </ul>
To improve communication	<ul style="list-style-type: none"> <li>• Enhance access to AAC, PECS, •</li> </ul>	Whole academy	a)

<p>a)for learners</p> <p>b)for parents/ carers</p>	<p>a)</p> <ul style="list-style-type: none"> <li>•Makaton, core boards and personalised communication systems.</li> <li>• Ensure communication is embedded across all curriculum areas.</li> <li>• Review communication profiles annually and update with families and therapists.</li> <li>• Ensure consistent use of symbol-supported timetables, objects of reference and visual prompts.</li> <li>• Extend access to communication-friendly environments across the school day.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>• Provide accessible information in multiple formats (easy-read, translated, symbol-supported, digital).</li> <li>• Strengthen co-production through Initial Consultations, mid-year reviews and EHCP meetings.</li> <li>• Ensure consistent home-school communication across all sites.</li> <li>• Use Arbor App effectively for updates, letters and reports.</li> <li>• Deliver parent</li> </ul>		<ul style="list-style-type: none"> <li>• Learners use functional communication systems consistently.</li> <li>• Increased spontaneous communication and interaction.</li> <li>• Communication approaches observed across all lessons.</li> <li>• Updated communication passports for every learner.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>• Parents report increased understanding and confidence.</li> <li>• Higher levels of participation in consultations and reviews.</li> <li>• Consistent communication methods across sites.</li> <li>• Accessible materials used Academy-wide.</li> </ul>
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	workshops on communication, sensory needs, curriculum and behaviour support.		
To ensure that staff are trained to meet the full range of learners needs	<ul style="list-style-type: none"> <li>• Provide CPD in SEN pedagogy, AAC, sensory integration, PBS, medical needs and communication strategies.</li> <li>• Deliver pathway-specific training (EfL, FfL, LfL environment and curriculum expectations).</li> <li>• Ensure training in moving and handling, epilepsy, intimate care and medical protocols.</li> <li>• Embed instructional coaching, team-teach and in-class modelling.</li> <li>• Monitor impact of training through observations, learning walks and staff competency audits.</li> </ul>	Senior leadership Team with support of Extended Leaders and external professionals	<ul style="list-style-type: none"> <li>• Staff demonstrate competence across all needs represented in the cohort.</li> <li>• Training logs show full compliance.</li> <li>• Increased consistency in classroom approaches.</li> <li>• Improved outcomes and reduced incidents linked to unmet needs.</li> </ul>

**8. Changes**

<b>Description</b>	<b>Date</b>	<b>Page</b>	<b>Section</b>
Expanded statutory info	Nov 25	3	1
Updated SEN definition	Nov 25	3	2
Multi-site environment detail	Nov 25	4	3
Pathway-based curriculum	Nov 25	4	4
Strengthened parent communication	Nov 25	5	5
Expanded specialist services	Nov 25	5	6
Comprehensive policy suite	Nov 25	6	7
Detailed measurable actions	Nov 25	6	8