



Accessibility Plan

Review of Policy	June 2025
Members of staff responsible	Head Teacher
Policy History	Ratified
People involved	Admin Officer with responsibility for Attendance Head Teacher LGB
Signed by Chair of LGB	C Robertson
Date	26/6/25
Date for Review	Summer 2028

1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

2. School context

Wyvern Academy is a purpose-built special school for children and young people aged 2-19 years with severe learning difficulties, profound and multiple learning difficulties, complex healthcare needs, autism and sensory processing needs. Serving predominantly the central south Dorset area it is operated as part of a multi-academy trust and from April 2021 had its official number of planned places increased by the local authority from 85 to 90 in response to rapidly rising demand for places.

Wyvern Academy was built in 2006 and is on a site with Wey Valley School, Scallywags Nursery, and St Nicholas and St Laurence Primary School.

The Purpose of Wyvern Academy is for our pupils to:

- feel confident, safe, happy, independent, respected, and to treat others with respect
- nurture a sense of wonder about the world, to feel included, and to have a sense of belonging
- have developed the knowledge and skills to be able to succeed in achieving inspirational and challenging goals
- have had the experiences and relationships that lead towards their goals

3. Vision and aims

Our aim is for everyone at Wyvern Academy to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- feel confident, safe, happy, independent, respected, and to treat others with respect
- nurture a sense of wonder about the world, to feel included, and to have a sense of belonging
- have developed the knowledge and skills to be able to succeed in achieving inspirational and challenging goals
- have had the experiences and relationships that lead towards their goals

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Wyvern Academy all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports, Risk Reduction Plans and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities"

Because of the nature of Wyvern Academy most pupils have been, or are likely to be, deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Wyvern Academy. This told us that:

- Improvements are needed to the outside space, including playgrounds and yards
- Parking continues to be an issue with a lack of visitor parking and a congested sweep
- There are insufficient accessible play spaces for pupils
- Classroom spaces need minor updates
- Toileting and changing facilities are limited and there is currently insufficient adapted changing spaces for PMLD students

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our board of governors
- relevant specialist services (OT and Physiotherapy services)

These consultations told us that:

- Pupils need additional support with communication to improve their access to the curriculum and to develop important life-skills
- Pupils need a bespoke curriculum that is adapted to their needs with interventions that clearly support their EHCP
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9. Current good practice

Access to the curriculum

At Wyvern Academy, we have improved access to the curriculum for pupils with a disability.

There is a duty to ensure that full access to a broad, balanced and personalised curriculum is provided through teaching and learning strategies, school and classroom organisation, deployment and training of staff and careful timetabling. Wyvern Academy is organised to provide access to a broad, balanced and relevant curriculum for all its pupils. This is achieved through specially adapted schemes of work, specialist teaching and learning methodologies, accreditation at a level matched to the individual, a substantial commitment to professional development for staff at all levels and careful deployment of staff to meet the individual needs of pupils. Pupils with very high levels of disability may follow individual adapted timetabling but care is taken to ensure that this is a response to individual needs rather than organisational expediency.

The physical environment

At Wyvern Academy, we have improved the physical environment of the school to increase access for pupils with a disability.

A wide range of specialist equipment to support the needs of disabled pupils is routinely available in the school. This includes specialist Eyegaze technology, switches, touch screens, augmentative communication aids, specialist seating, hoists and other personal care equipment. Low vision aids and equipment to support pupils with visual and/or auditory impairment are available through the specialist teaching services. When setting the school budget, money is allocated for the purchase of specialist equipment to enable access to the curriculum.

Access to information

Wyvern Academy operates a total communication approach. Every effort is made through the use of signs, symbols, objects of reference and personalised communication aids/books to ensure that all pupils understand what is required of them and can access and understand the curriculum as it is presented.

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Wyvern Academy for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work as a single academy trust in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through the F&R Committee.

The Wyvern Academy complaints procedure covers the Accessibility Plan.

12. Accessibility and Equality Action Plan

1. Increasing access to the curriculum, increasing participation and social inclusion						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
All students have a SALT plan and Communication passport	Format agreed SALT assessment where needed Staff training Salt passports to be created and shared at PCR.	JG	Sept 23	SALT £13,444	All pupils to have a communication passport that clearly identifies their modes of communication All pupils are supported to improve their communication skills and are able to access the curriculum	Summer 24
NEW for 2025 Staff awareness training in specific disabilities and how these might impact on a pupil's ability to access the curriculum	Staff training and mentoring for 2025/26 year: ASC focus	RH	July 26	Internal	All pupils are supported by confident staff that are able to adapt their methods to meet the needs of the individual child.	Summer 26
Curriculum routes for all pupils to be identified and Individual Education Plans to reflect bespoke curriculum and interventions required to support pupils access to the curriculum	Pupil IEPs and programmes to be reviewed All teachers to clearly identify curriculum planning to meet the need of individual pupils	KB	Sept 23	Internal	IEPs and planning clearly show pupils pathways Pupils make progress towards their IEP targets	Summer 25

1. Increasing access to the curriculum, increasing participation and social inclusion						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
UPDATED Summer 25 Create more opportunities for all pupils to access leisure activities and outside classroom experiences	Open access to all activities with appropriate support Widen the programme of outside class activities to meet the needs of all pupils	MC			All pupils will have access to quality outdoor learning spaces and programmes Improvement of outside area facilities and opportunities for community visits	Summer 26

2. Improving the accessibility of the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
UPDATED Summer 25 Toilets and washing facilities to be updated to meet the needs of our pupils including Pupils with PMLD and Complex Behaviour.	Audit of current toilet facilities - completed Audit of current hoisting – completed and actioned to create further hoisting in Hall and Burgundy Adaptations to changing spaces and toilet for ambulant pupils with challenging behaviour	KS	Dec 22 Sept 23 Summer 27	DC Bid	Sufficient changing spaces for pupils Reduction in incidents and injuries in toileting spaces	Dec 23 Dec 23

2. Improving the accessibility of the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
Interior surfaces, floor coverings, room décor and furniture to be improved to create safe spaces for our pupils. Some classrooms need more access to Hoists. NEW for Summer 25 Adaptations to Burgundy and Sage classes to repurpose areas to increase teaching and activity spaces for pupils.	Classroom spaces to be updated and improved with more storage and access to quiet spaces Increase of hoists available to PMLD classes New classroom space for Burgundy and Sage class to accommodate capacity	KS	Sept 2026	DFC	Reduction in incidents and injuries in the classroom Pupils able to access the curriculum and manage their sensory needs	
ONGOING Accessible Parking to be available for our pupils and their Families. Improvements to the SWEEP and visitor parking.	Audit of parking needs Improvement to visitor parking procedures and spaces	KS	Sept 27	TBD	All Pupils, Families, staff and visitors to be able to access the building from vehicles	
Sports Hall equipment to be improved to meet the needs of our pupils. Additional life skills areas to be made accessible to our pupils.	Audit of sports equipment Audit of lifeskills equipment (including technology) Purchase and training for specialised equipment	KS	Sept 24	Sports premium and DFC	All pupils to be able to access PE equipment in the Hall. All pupils to make progress towards their life-skills targets	Summer 25

2. Improving the accessibility of the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
UPDATED for Summer 25 Play space opportunities to be increased throughout the school.	CIF Bid and project plan for perimeter and Yard fencing Fencing updated Play equipment to be installed	KS	Dec 22 Sept 24 Sept 24	TBD	All pupils to be able to access appropriate play equipment in yard and playground space	
Ensure all pupils can be successfully evacuated	GEEPs and PEEPs updated	SM	Dec 22	-	All pupils can be successfully evacuated and staff are confident in those plans	Dec 22

3. Improving Communication to support inclusion for all Pupils						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
ONGOING Total Communication Environment to be embedded into the school culture and curriculum.	The continuation of our universal provision of total communication strategies in all environments (core boards, sign, OOR's, TOBIs, visual approaches) Colourful semantics for narrative and literacy	KS/ARC	Sept 26	£11K (LAC BID)	All Pupils access appropriate interventions All Pupils make good progress towards their IEP targets	

3. Improving Communication to support inclusion for all Pupils						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
	support within selected classes. The continuation of embedding the AAC strategies (The core vocab programme, sign of the week, core boards, signage around the school, staff training) Exposure to emotional literacy programme, running alongside the body awareness programme. -Implementation of Musical cues. -Implementation of Tac Pac -Signalong for learners. -The continuation of embedding Signalong into the				Staff are confident in their delivery of the curriculum and the interventions Staff and all pupils are able to communicate through appropriate modes adapted to the needs of individual children	

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What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
ONGOING All students using switches or alternative access devices receive full assessment and provision across the curriculum.	Produce switch assessment protocol and recording form. Conduct assessments. Provide sufficient guidance and equipment for classes	FB/ARC	Sept 25 Sept 25 Sept 25		Protocol plus form in place. Systems in place, staff confident in use and purpose All Pupils able to access the curriculum through an appropriate mode of communication	