ACCESSIBILITY ACTION PLAN

Working actions for curriculum, information, premises and safe evacuation

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND ACCOUNTABLE LEAD

This is a working action plan, to be maintained alongside the Accessibility and SEND policies. Kate Willis owns delivery; action owners and outcomes must be recorded in the operational accessibility register. Initial checks below are actions to complete and maintain, not claims that an access audit or building works have already been completed.

2 | ENTRY AND PLACEMENT ACCESS

Before each placement starts, Kate and the assigned mentor review mobility, communication, sensory and medical access with the learner, family and commissioner. Record agreed room allocation and support. Evidence of completion is an accessible placement plan confirmed with responsible staff and tested with the learner.

3 | CURRICULUM ACCESS ACTION

Before the first relevant lesson, teaching staff identify barriers in materials, equipment, task instructions and assessment. Provide appropriate scaffolds, communication aids and recording alternatives. Review progress each half term. Evidence includes adapted resources, learner feedback and assessment demonstrating meaningful participation, not simply attendance in the room.

4 | INFORMATION ACCESS ACTION

At induction and whenever information changes, the mentor checks whether the learner and family can use letters, timetables, policies and review records. Arrange plain-language, visual, large-print or other appropriate formats. Record the agreed format and check understanding; provide a route for requesting further changes without disadvantage.

5 | PREMISES SURVEY ACTION

Before allocating rooms to anyone with access needs, the site lead checks entrances, thresholds, stairs, toilets, lighting and circulation. Record each barrier, interim solution, cost or resource implication and completion target. Seek competent advice for physical alterations and permission where required. Do not describe a site as fully accessible without evidence.

6 | ASHTON BASEMENT ACTION

Before basement use, assess the stair access and only exit via those stairs for each affected learner. Provide equivalent music or art learning in an accessible location where the route is unsafe or unusable. Review room allocation termly and after mobility changes. Evidence is the individual access/evacuation plan and actual timetable.

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7 | SENSORY ENVIRONMENT ACTION

At induction and after changes, staff review noise, visual load, lighting, crowding and transitions with learners. Agree suitable breaks, quieter work options and preparation for change. Review effectiveness after the first four attendance weeks and at termly reviews. Record the learner's experience rather than assuming a resource is helpful because it was supplied.

8 | EMERGENCY EVACUATION ACTION

Before attendance where assistance is required, the site lead creates individual evacuation arrangements, names trained helpers and identifies absence cover. Check routes and equipment and rehearse sensitively. Evidence includes the practical plan, staff briefing and outcome of checks. Never rely on an untested assumption that an adult can carry a learner.

9 | EXTERNAL ACTIVITIES ACTION

Before booking visits, PE or swimming, the visit leader confirms accessible transport, facilities, changing privacy, assistance and emergency arrangements with the provider. Resolve barriers before attendance and document an equivalent alternative when needed. After the activity obtain learner feedback and update the recurring-visit plan.

10 | TERMLY MONITORING AND RESOURCES

Each term Kate reviews the register with staff, learners and relevant families. Every open action must have a named owner, target date, interim control, resource decision and evidence of completion. Escalate overdue safety-critical actions immediately. Governance reviews progress and unmet access needs; revise priorities as the learner population or premises changes.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Equality Act 2010, including relevant accessibility-planning duties; Impact Accessibility and SEND policies.

legislation.gov.uk/ukpga/2010/15/contents

Check current versions and apply according to Impact's legal and commissioning status.