Skegness Grammar School

Accessibility Plan

Appendix 1 – Accessibility Plan 2026 - 2027

This document should be read in conjunction with the Trust's Equality Statement.

In formulating this plan the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and maternity, Race, Religion, Faith or Belief, Sex, Sexual orientation. This plan pays due regard to government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links into the SEN Code of Practice (2014) and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.

Priority 1: Improving Access to the Curriculum

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status RAG
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing.	Assistant Headteacher (Curriculum) SENDCo SILs/CLs	Ongoing	Students across all areas making good or better progress against attainment targets.	Regular reviews of subjects available and adjustment of this to provide optimal opportunities for students via personalisation; Line management agenda, Curriculum Visits and Curriculum Conversations.	Analysis of student Progress Academy self-evaluation processes (SEF) SLT/ ASC	Supported by curriculum Budgets Staffing budget	Amber
1.2 Develop the experience of classroom-based staff in adapting the curriculum and providing Quality First Teaching (QFT).	Headteacher SLT SENDCo T&L Lead teacher SILs/CLs Teaching staff	Ongoing	Students making good or better progress against Attainment targets.	INSET day and Espresso CPD in place targeting areas of development for teaching and support staff. OPs/Named SENDCo to attend Inclusion meetings to ensure regular discussion of SEND students and barriers to learning. Ensure adaptation and Learning walk includes granular action points with deliberate practice occurring as detailed in the calendar. Links to Focus of the Fortnight. Faculty meetings.	Learning Walk data analysis Visitor Learning Walk feedback SEF Student Outcomes	Implementation of Learning Walk Tracker Timetabling Inclusion meetings	Amber
1.3 Develop expertise of TA staff to deliver interventions	SENDco consulting with named SENDCo	Ongoing	Identify types of support required. Eg RWI and Lexia	Through line management Structure and external providers.	Analysis of student progress and engagement	CPD Budget	Amber

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Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status RAG
based on analysis of school context/needs.			Students engaging with curriculum and wider school life.		SEF TA CPD record		
1.4 Multi Agency Assessments actioned for all students at risk	SENDCo consulting with named SENDCo SGS pastoral leads	Ongoing	Support actions and strategies identified and implemented for individual students, reduced risk.	Through line management reporting structure	SLT line management	SGS staff	Amber
1.5 External agency support is identified for all students in need	SLT LM SENDCo consulting with named SENDCo Designated Safeguarding Lead	Ongoing	Specific actions/bespoke support in place to support individual students.	Headteacher / Regional Director SENDCO	Reviewed by appropriate staff through line management structure.	SGS faculty budget	Amber
1.6 Alternative Curriculum students access balanced curriculum.	Headteacher / Assistant Headteacher Inclusion SENDCo consulting with named SENDCo	Ongoing	Personalised curriculum provision in-house AP/externally	Academic progress monitoring. SEND reviews/AP reviews half termly.	Reviewed by SLT & Executive Headteacher	Alternative Provision Budget	Amber
1.7 Students with identified needs have access to laptops/equipment and resources to support learning.	SENDCo HOY SLT	Ongoing	Prioritise software that needs to be purchased e.g. EAL reader pen. Seek specialists advise from HI, VI and Occupational therapy as needed. Attend SEND network events for specialist advice.	Through Line management reporting structure.	SLT Assistant Headteacher SENDCo	SGS Budget, ICT budget/ Capital	Amber

Priority 1: Improving Access to the Curriculum

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status RAG
			Resources, support actions and strategies identified and Implemented. Accessible rise and fall desks.				
1.8 All students at potential need identified and assessed for GCSE Access arrangements.	SENDCo Exams Officer	Ongoing	Resources, support actions and strategies identified and implemented.	Through line management Assign students to SEND monitoring. Redevelop SEND referral system.	Assistant Headteacher (Exams, SENDCo & Sixth Form) Heads of Year	SGS budget, exam budget (invigilation/scribes/ readers)	Green
1.9 Academy environment reviewed by relevant senior manager to ensure access for all.	SGS AOM	Ongoing	Clear safe access for staff, students and visitors.	Reviewed annually or as necessary for individuals needs.	Review and evaluation regularly by Health and Safety group/external inspection.	Sits within premises budget for provision of equipment, fabric alteration, training resources.	Green

Priority 2: Improving Access to the Physical Environment

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
2.1 To improve accessibility for all students, staff and	SGS AOM	Ongoing	Continue to review, new stairlift on stairs outside library for ease around school for wheelchair users.	Reviewed annually or as necessary for individuals' needs.	Reviewed annually or as necessary for individuals' needs	Sits within premises budget for provision of equipment, fabric alteration, training resources.	Amber

Priority 2: Improving Access to the Physical Environment

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
visitors to navigate independently more areas of the academy.			Braille on Signage Visual images on signage – e.g. Water Wall, Allergy information displayed in Canteen Larger Print Coloured areas for parts of the school eg: pipes in science blue / English Corridor Yellow etc Adaptable Work unit height adjustable				
2.2 Emergency evacuation systems to include alarms with both visual and auditory components where advised, evacuation processes reviewed for suitability for safe evacuation of disabled persons.	SGS AOM	Ongoing	Personalised evacuation plans in place for identified students. All occupants aware of evacuation alarms and evacuation process safely and quickly completed.	Regular testing of system; regular evacuation drills; timed and logged.	Review and evaluation by Health and Safety Group.	Sits within premises budget, external fire safety consultancy from fire officer, H&S consultancy.	Green
2.4 To provide appropriate equipment for students with physical, sensory visual or hearing impairment.	SGS AOM SENDCO	Ongoing	Awareness of students requiring sensory support. Specialist advice actioned, as necessary. Provision in place of laptops other Line Management Red cord required in Music Disabled Toilet	Regular review of needs and requirements.	Review and evaluation by Health and Safety Group.	Bid for top up funding where appropriate.	Amber

Priority 2: Improving Access to the Physical Environment

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
			Signage for school productions equipment for students, as necessary. Check all high-risk curriculum subjects have Sixth form kitchen – not currently accessible from both ends.				
2.5 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability.	SGS AOM	Ongoing	To ensure as much of the school is accessible by all. Not possible to have a lift in the new block area as this would result in loss of classroom space	Health & Safety Group/external audit and inspection – eg fire officer, H&S Inspector	Monitor and evaluate as part of duties of Health and Safety Committee.	Sits within premises budget, may require additional capital funding from capital reserve budget.	Amber
2.6 Classrooms optimally organised for disabled/pregnant students	SGS AOM	Ongoing	Provision in place to ensure access and suitability of classroom arrangements for these students generally and in relation to specific needs.	Site operations manager/ appropriate SGS teaching and pastoral staff.	Monitor and evaluate as part of the duties of H&S committee.	Sits within premises budget, may require additional specific training and resources from external consultancy.	Green

Priority 3: Improving the provision of Information

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
3.1 To improve communications to groups with protected characteristics.	SLT SENDCo HOY, SILs & CLs		Increased and improved engagement of groups with protected characteristics with the academy.	Monitored by Governing Body & SLT; supported by appropriate staff.	Monitored and evaluated as part of academy self-evaluation processes; feedback from groups / individuals.	May draw on elements of several budgets e.g., marketing SGS.	Amber
3.2 To ensure the academy website is clear, simple and easy to navigate.	Headteacher DRET Head of communications AOM Admin team Headteacher	Ongoing	Website designed to be clear, simple and easy to navigate.	Monitored by the Business manager DRET Head of Communications.	Survey website users to assess against success criteria and identify improvements. Evaluation led by Headteacher and ASC.	Sits within marketing budget; additional resources required – training provided by DRET Head of Comms/external consultancy re website design.	Amber
3.3 To host Family Event Days.	Headteacher AOM	All year	Attendance high Parent feedback is positive	Headteacher to oversee events and support HOY/SLT/Admin/SSLT/SLT involved.	Family survey & evaluation with Headteacher & ASC.	Cover implications and refreshments.	Amber