CORE EDUCATION TRUST

Accessibility Plan (School)

Approved by:	Board of Trustees	**Date:** 9/10/2026
Last reviewed:	August 2026	
Next review due by:	August 2029	
Monitoring & Review	Education – Every 3 years	

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Accessibility Plan 2023-24 –Arena Academy

1. Introduction

- All schools within CORE Education Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

- Each school within CORE Education Trust shall ensure that:

- the special educational needs of students will be addressed and student will not be labelled or disadvantaged by any policy or procedure operated within the Trust;

- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;

- it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN record held in respective of an individua student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and

- children and young people with SEN engage in the activities of the school alongside students who do not have SEN

- All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

- This accessibility plans lays out the aims, targets and strategies to ensure that all SEND students have equality of access to all aspects of provision at Arena Academy

2. Accessibility Plan

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
Increasing the extent to which disabled students can participate in the school curriculum	Students have access to a differentiated curriculum and range of resources	- Staff follow One Page Profiles and Medical care plans/risk assessments - SMART targets set and reviewed termly - SENCO/T&L team complete regular QA - Deliberate practice resources to include examples of SEND - CPD for staff (Autism, ADHD, Dyslexia, HQF, adaptive strategies) - Review KS4 options (e.g. Functional Skills) - Underachievement flagged and interventions implemented	- Students able to work independently - Pupils meet targets and make expected progress - Pupils access a wider curriculum offer - Staff confident in differentiation	- Termly reviews 2026 2029 - ASD training Autumn 2025 - KS4 option review March 2027, 2028, 2029 - QA each Dec & July	- Inclusive curriculum - Improved SEND outcomes - All students safe and supported
Improving the physical environment of the school to increase access to education by disabled students	Fully accessible site for all pupils, staff and visitors	- Maintain lifts, disabled toilets, and water facilities - EVAC chair training for key staff - Risk assessments for pupils with injuries or mobility needs - Annual site accessibility review - SENDCO works with PDSS on individual access needs - Individual support plans in place	- Full access to all floors - Disabled bathrooms and water points maintained - Safe evacuation procedures - Pupils reintegrate safely post-injury - Attendance and progress maintained	- Daily toilet/water checks - EVAC training July 2025 & refreshed annually - Annual site reviews July 2027, 2028, 2029, - Risk assessments ongoing	Improved physical access - Inclusive environment - Maintain attendance and attainment
Improving the delivery of information	All pupils access	- Large print, overlays, pictorials, coloured backgrounds -	- Pupils independent in accessing curriculum -	Visual timetables Autumn 2025 -	Improved access to information - SEND

to disabled students	information independently	Laptops, iPads, reader pens, voice dictation - Hearing loop maintained - Visual timetables and task boards provided - Learner Support Plans in planners - Accessible signage with colour-coded floors/rooms - Support from VI/HI/PDSS services - Translation services for families	Pupils with sensory needs supported effectively - Students navigate site confidently - Families engaged with accessible communication - Reduced SEND/non SEND gap	Signage update Oct 2025 - Annual review of assistive tech July 2026, 2027, 2028 - Ongoing monitoring through QA	pupils make progress - Greater parental engagement

3. Monitoring and Evaluation

Arena Academy will ensure the successful delivery of this accessibility plan through the following monitoring and evaluation strategies

- This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher and Local Governing Body.