



A COMMITMENT TO EXCELLENCE

Accessibility Policy

Policy & Procedure Number: 03

Date of Board of Governors Review: Autumn 2026

Next Review Due: Autumn 2027

School Link: Mrs K Webster and Miss M Rainford

Revision Number: v01

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1. Aims

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad, balanced and differentiated curriculum for all students, irrespective of special need and/or disability.

The school will actively seek to improve access to services in the ways set out below in the action plan and will maintain this plan and set out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas:

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increase the extent to which pupils with disabilities can participate in the school curriculum;
2. Improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improve the availability of accessible information to disabled pupils

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the **Equality Act 2010**, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Aims and objectives

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Curriculum access	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Target setting is aspirational and appropriate for these students. Differentiated curriculum for all pupils. Use of resources tailored to the needs of pupils who require support to access the curriculum. (Samba chair, coloured overlays, laptops, early exit pass) Progress is tracked for all pupils, including those with a disability.	To ensure the curriculum is differentiated to meet the learning needs of students with SEND and disabilities and that target setting is aspirational and appropriate for these students. Wade Deacon High School will ensure all teachers are appropriately supported by the school's SEND team in order to meet the curriculum needs of pupils effectively.	• Update SEND information to be shared with staff every term. • Ensure guidance and support strategies are disseminated to staff as necessary: • Additional Intervention Meetings to track the progress of pupils with SEND and intervention strategies to be implemented accordingly. • Continual Professional Development for staff to support quality first teaching for all pupils with additional needs.	SENDCO/ Subject leaders SEND/ PASTORAL TEAM SENDCO/CG S team SENDCO /CGS team	End of each term Start of each year. Updates to be sent as when required. Termly Ongoing

Physical environment	The building opened in April 2013. Since then, an Inclusion building, an Art block, and two restaurant extensions have been added to further enhance the school's facilities and accessibility. All areas of the building have been specifically designed to meet the needs of all learners. Reasonable adjustments include: • Ramp at entrance of building. • Lift to access all floors. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities. • Height adjustable desks • Height adjustable work spaces in practical rooms.	• There are no access issues although classroom audits are completed for each individual pupil using a wheelchair. • Ensure new buildings are accessible for pupils and parents with additional needs and disabilities • Ensuring that school trips offered have accessible options for pupils with SEND and disabilities	Review new fire evacuation route following the latest restaurant extension installation.	SEND/CO/ classroom teachers	Completed.
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Communication	Fire safety signage is clear and all pupils are aware of the procedures in place during a fire alarm.	To ensure that school information is disseminated in such a way that all pupils and parents/carers are able to access it.	• Written information to be provided in alternative formats if requested • Regular review meetings for pupils with additional needs and disabilities • Request, as necessary, specialist advice for converting information into alternative formats.	Marketing team SENDCO/CGS Team Specialist support teams (VI/HI/PD team at LA)	Ongoing Termly Ongoing when required.
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4. Appendix

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site maintenance team	Ongoing
Corridor access	Corridors are wide enough to allow easy flow of pupil movement both ways.	Ensure pupil equipment does not block corridor	Class teachers. Site maintenance team.	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Site maintenance team	Ongoing
Parking bays	Disabled parking bays marked	None required	Site maintenance team	Ongoing
Entrances	Automatic front doors, enclosed lobby	None required	Site maintenance team	Ongoing
Toilets	Toilets have disabled access and alarms One toilet is fitted with a hoist and changing bed	Ensure service every 6 months	Site maintenance team SENDCO/Business Manager	Ongoing
Reception area	Accessible to wheelchair users	None required	Site maintenance team	Ongoing
Internal signage	Large signs in place	None required	Site maintenance team	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure regular testing of system and maintenance	School Business Manager/Site Supervisors	Ongoing