



THE  
**WALDESLADE  
& GREENACRE**  
SCHOOLS PARTNERSHIP

# Accessibility Policy

**Key Document Details:**

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<b>Reviewer:</b>	Headteacher	<b>Version No:</b>	1.1
<b>Last Review:</b>	February 2026	<b>Next Review:</b>	February 2027
<b>Approver:</b>	Operations Manager	<b>Date Ratified:</b>	February 2025

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# Statement of Equality

We have carefully considered and analysed the impact of this procedure on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Academies and Local Authorities have to carry out accessibility planning for disabled students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our accessibility plans are aimed at:

Increasing the extent to which disabled students can participate in the curriculum.

Improving the physical environment of the Schools to enable disabled students to take better advantage of education, benefits, facilities and services provided, and

Improving the availability of accessible information to disabled students.

We recognise the need to provide adequate resources for implementing plans and will therefore regularly review them.

## Vision and Values

We believe that all children and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

## Definition of Disability

The Disability Discrimination Act 1995 defines disability as the following:

‘A person has 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.’

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a student’s everyday life. This includes students with ASD

(Autistic Spectrum Disorders), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHs (Child and Adolescent Mental Health Service).

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](#).

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Aims and Objectives

The aim of this plan is to set out how The Walderslade & Greenacre Schools Partnership is committed to providing a rich and inclusive environment to enable all students to participate fully in the school community by identifying and eliminating barriers that could prevent this. We aim to:

- Increase the extent to which disabled students can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improve the delivery to disabled students of information which is provided in writing for students who are not disabled.
- Monitor the students and their participation in the life of the schools, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled students have limited or no access, the participation of disabled students in after school clubs and external visits, parts of the schools to which disabled students have no or limited access.
- Monitor the impact on disabled students of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying procedure, school trips and teaching and learning.
- Scrutinise the outcomes for disabled students including exams and end of key stage results and achievements in extracurricular activities.

We aim to seek the views and aspirations of:

- Disabled students themselves.
- The families of disabled students.
- Other disabled people or voluntary organisations.



## Key Principles

- The school recognises the inherent quality of all, irrespective of emotional needs or physical needs or mental disabilities.
- The school seeks to promote equality of opportunity so that all children irrespective of ethnic origin, gender disability or special educational needs have equal access to opportunities that develop their skills and abilities.
- The school believes that every child has unique characteristics, abilities and learning needs and a fundamental right to an education, which takes into a wide diversity of need and culture.
- The school believes that the involvement of Parents/Carer's and children should be as active partners of equal value.
- The school believes that high expectations should be set for all students including those with SEND with particular emphasis on independence.
- The school should respond to diverse needs through an atmosphere of collaboration and partnership.
- The school will not discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- The school will aim to make reasonable adjustments for disabled students, so they are not at a substantial disadvantage.
- We aim to ensure governors and staff have regard to the DRC Code of Practice (2002) when performing their duties.
- The school values parent/carer's knowledge of their child/ward's disability and its effect on their ability to carry out normal activities.
- The school respects the parent/carer's and child/ward's right to confidentiality.

This procedure sets out the proposals of our school to increase access to education for disabled students. In determining what is reasonable the school will have regard to:

- The financial resources available to the school.
- The costs of any particular alteration to the premises, staffing.
- Arrangements, or special equipment required.
- The practicality of making reasonable adjustments.
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for.
- Outside the school's resources.
- Health and Safety requirements.
- The interests of other students.

The Walderslade & Greenacre Schools Partnership is committed to resourcing, implementing, reviewing and revising the Disability Access Procedure annually. A Disability Access Audit is undertaken as part of this process. Any future building developments or renovation projects will be compliant with the regulations and guidance for Disability Access.

# School Development Planning Priorities

To increase the extent to which disabled students can participate in the school curriculum leaders will ensure:

- Short, medium and long term planning meets the needs of every child/ward.
- Continued collaboration with external agencies.
- Raised whole school awareness.
- Support and commitment of all staff.
- Peer support.
- High expectations.
- Shared good practice.
- Full access to curriculum and extra-curricular activities.
- Progressive use of ICT.
- Intelligent timetabling.

To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

- Installing ramps, lifts and improvements to doorways insuring suitable and sufficient access and egress.
- Improving lighting, signage, colour contrast, acoustics and floor.
- Improving toilet, washing and changing facilities.
- Adapting playground environment.
- Providing a wheelchair accessible minibus.
- Exploring sources of funding to enhance the general provision for disabled students through Statementing and charity funding.
- Consulting with experts on the best use of resources and funding.

To improve the delivery of the curriculum to disabled students a variety of strategies and support material will be used, as identified in individual plans and profiles. These will include, as appropriate:

Timetables, key word lists, support materials, visual timetables, writing frames, lesson notes, differentiated tasks or outcomes, enlarged print, laptops, audio books/dvds, mentoring, special exam arrangements for instrumental, internal and external exams, LSAs, specialist support tuition.

At all times, The Walderslade & Greenacre Schools Partnership will take full account of:

- Specific impairments.
- Student and parental views.
- Advice from Teachers.
- Advice from other designated professionals.

The school will maintain an Accessibility Plan to ensure that current and future planning requirements are addressed.



# Information from Student Data and School Audit

The following data summarises current school population as described by the school's Special Needs Register, needs analysis and medical information held on Arbor.

The school currently makes provision for students with:

- Specific learning difficulties.
- Global learning difficulties and students with moderate learning difficulties.
- Subject specific difficulties.
- Behavioural/emotional or social issues affecting educational progress including students with poor school attendance.
- Attention, Deficit, Hyperactivity Disorder (ADHD).
- Visual impairments.
- Hearing impairments.
- Physical disabilities.
- Development Co-ordination Disorder (DCD).
- Medical conditions which affect learning including Diabetes.
- Asperger's Syndrome and students on the Autistic Spectrum (ASD).
- Dyscalculia.
- Speech and language difficulties.

## Key Responsibilities for all Staff and Governors

### Responsibility of the Governors

- To ensure that the school fulfils its legal obligations with respect to the Disability Discrimination Act 1995 and the changes to that act relating to education by the SEN and Disability Act (SENDA) 2001.
- To ensure the publication of an annual Accessibility Plan.
- To ensure that policies and procedures undertaken in school are monitored and are effective.
- To ensure that staff receive appropriate training to enable the policies to be effectively implemented.
- To support the Headteacher in implementing the procedure.

### Responsibility of the Headteacher

- To ensure that the school fulfils its legal obligations with respect to the Disability Discrimination Act 1995 (DDA) and the changes to that act relating to education by the SEN and Disability Act (SENDA) 2001.
- To ensure that compliance with requirements of the DDA is key to all school policies.
- To ensure that there is no discrimination against disabled students in their admissions and exclusions and in the provision of education and associated services.



- To treat disabled students equally.
- To ensure that staff receive appropriate training to enable the policies to be effectively implemented.
- To ensure that the school provides all students with a broad and balanced curriculum, tailored to meet individual needs.
- To ensure that Access to Education means making a full school life accessible to the disabled student including extra-curricular activities and events.
- To ensure that in working with Parents/Carer's the school recognises and values Parents/Carer's knowledge of their child/ward's disability and its effect on their ability to carry out normal activities.
- To publish an Accessibility Plan based on self-audit and review the Disability Action Plan annually.
- To report to Governors regularly on the implementation of the procedure and practice in school.
- To ensure that the ethos within school is supportive of the procedure and procedures.

## Responsibility of the Staff

The role of Teachers and support staff is crucial in implementing the procedure and practice with reference to disabled students. The ethos they establish within, and beyond, the classroom will ensure that equality of opportunity and anti-discrimination works in practice.

- To ensure that they are familiar with and implement the procedures.
- To ensure that training opportunities are taken up.
- To ensure that the beliefs and values underpinning equal opportunities and anti-discrimination are reflected in the classroom environment and the curriculum.
- To take all reasonable steps to avoid putting disabled students at a disadvantage.
- To ensure that students are treated as individuals entitled to the best education they can receive regardless of any disability they may have.
- To manage behaviour in a way that is seen by the students as fair and which models respect for the individual.

## School Actions

### Curriculum

Increasing the extent to which disabled students can participate in the school curriculum:

- The school undertakes assessment of its provision for students on a regular basis, and to use this information to better tailor the curriculum to student requirements.
- The identification of barriers to participation in all areas of school life is a priority and where necessary, adjustments will be made to the curriculum and teaching methods.
- Suitable learning challenges are set and progress of individual's achievements are assessed.
- Departments will identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems.

## Physical Environment

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Within the context of our school buildings, which contains many steps and levels, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students, staff and visitors.
- The school will consider ways of providing the most suitable aids and resources, outside of the child/ward's SEND, or health provision.

## Delivery of Information

Improving the delivery to students of information that is provided in writing for students who are not disabled.

- Audit existing methods of providing information and media utilised, develop these to improve accessibility.
- Students who have difficulty accessing standard size print will have this fact identified on, or prior to admission, and this information will be transmitted to the SEND Department, who will become responsible for distribution to the school staff. All relevant information will be collated of student needs and kept available for staff.
- The SEND Department will communicate individual requirements for enhanced scripts with relevant staff to enable them to produce material for a specific student.
- Staff will ensure that the specific needs of identified students have been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration will be given to the text presented to students, considering the need for simplified versions where this is appropriate.
- The use of visualisers, projectors and other IT equipment will be considered in the context of student's disabilities. Recognition will be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment will be made of the impact of using a technology with a class where a disabled student is working.
- Parents/Carer's and students will be included in the choice of the most suitable media for the disabled student.

## Appendix A

### Access to the Physical Environment

Target	Outcomes / Success Criteria	Timescale	Completed
New Science block B side to be DDA compliant	Automatic doors and lift to be installed	April 25	April 25
Maintenance of step edges and entrances across A and B side	Site team to paint step edges yellow	Dec 24	Dec 24
Main reception door on A side needs to be power assisted	Quotes to be gained	Aug 26	
A side lift direction signs needed	To be printed and installed around school	Dec 24	April 25
Fire evacuation chairs needed for A side	To be added to budget for approval	April 25	April 25
Wheel chair access route map to be installed showing routes to key areas of A and B side for events / parent evenings	Work with creative Media	Jan 25	April 25

### Access to Curriculum - Action plan

Target	Outcomes / Success Criteria	Timescale	Completed
Learning aids to be produced	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired students	Ad hoc	
Termly learning support meetings to take place to assess and address pupil needs.	Support staff able to work with increased knowledge and provide appropriate resources for students	Annually – in September	
Intervention training for support staff	Students needs reviewed and being addressed.	3 times per year	

		Via annual EHCP assessment	
Training for Teachers on differentiating the curriculum for disabled children as required.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Termly	
Staff trained to meet individual medical needs of student where applicable.	Staff completed training for specific needs.	Annually, where required	

#### Access to Information – Action Plan

Target	Outcomes / Success Criteria	Timescale	Completed
Understand the needs of student and ensure information is available in relevant formats <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	Students have access to curriculum information and all other school information in a format that meets their needs	Ongoing	
Ensure signage is suitable for non-readers, is clear and well situated	Students are able to navigate the school regardless of any disability. Directional Signage has arrows to indicate direction of travel.	Feb 26	Feb 26
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Students have access to curriculum information and all other school information in a format that meets their needs. Policies to be updated to most common languages.	Sept 27	



# Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>				
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student groups (PP/SEN/CLA):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

