

Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

Accessibility Plan

Updated: June 2024

Review Date: June 2025



Wellington School



Policy Title	Accessibility Plan
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Date of Update	June 2024
Review Date	June 2025
Status	Statutory
Member of SLT Responsible	Mrs S Norbury

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school's mission statement outlines an inclusive community in which children can thrive. 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, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum to all.</p> <p>We offer resources tailored to the needs of the individual students who require support to enable them to access the curriculum without being at a disadvantage.</p> <p>Examples of Curriculum resources include iPads/laptops/overlays/coloured exercise books/docs plus software, specified equipment for individuals.</p> <p>Curriculum progress is tracked for all pupils including those with disabilities.</p>	<p>To continue to work with the sensory impairment team.</p> <p>To continue to work with Deputy Headteacher to ensure curriculum reviews are accessible.</p> <p>To ensure high quality CPD is continued to be delivered and regular refreshers are given.</p>	<p>Assistant Headteacher/SENDCo</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing according to students needs</p>	<p>Pupils know the importance of values and respecting differences</p> <p>Pupils know their possibilities are limitless and no matter where their starting point is, all of them can make exceptional progress.</p> <p>Pupils are empowered to look after their own health and wellbeing.</p> <p>Pupils have the English and Maths skills and knowledge which are the gateways to all learning.</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>All staff have received training to the equivalent of AET Level 2 as part of the Autism in schools project.</p> <p>All children with SEND have a learning plan to help support accessibility to the curriculum.</p>				<p>Pupils know they are safe and cared for</p> <p>Pupils feel that they are listened to and have a voice</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps (SSC) • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Carry out accessibility audit</p> <p>Rearrange classrooms to facilitate access</p> <p>Ensure equipment does not block</p>	<p>SENDCo/Estates Manager</p> <p>Site team/ liaise with classroom teacher/SENDCo</p>	<p>July ready for new Cohort</p> <p>Then reviewed termly.</p>	

	<ul style="list-style-type: none"> • Shelves within the LRC at wheelchair-accessible height • Rise and fall tables throughout the school. • Adjustable sink/ work counter within Food technology. • Visual strips to highlight where steps are for partial sighted students. • Rooming in downstairs classrooms for children with mobility difficulties. 	access within corridors/classrooms	Re-rooming to be completed by SFK for anyone needing downstairs classrooms.		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Translated letters/information • Class Charts 		<p>Site team</p> <p>SENDCo/SEN teacher</p> <p>Office staff</p>		Pupils' and parents preferred formats are made available within a reasonable time frame.

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Headteacher/SENDCo (Mrs Norbury) / Headteacher (Mr Beeley) / Governing Board.

It will be approved by the Governing Board / Mr Beeley (Headteacher).

5. Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy