



# Accessibility Plan

2024-2027



Part of



## Document Control and Version Control

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# Our Mission, Vision and Values



## Mission

'Excellence every day, unlimited ambition and transforming lives'



## Vision

'To create a community of inclusive schools where people choose to learn with us, work with us and belong with us, so that everyone succeeds'



## Values

- Respect
- Resilience
- Relationships

## 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.

At Wombourne High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

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, which can be found on our website, 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.

## 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.

This policy complies with our funding agreement and articles of association.

### 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	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
<p>1. Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>-Our school offers a differentiated curriculum for all pupils.</li> <li>- We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>- Curriculum resources include examples of people with disabilities.</li> <li>- Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>- Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>- The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>-Staff are trained in equality issues, including disability awareness and inclusive teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>- To liaise with Primary school feeders to review intake.</li> <li>- To review all policies to ensure they reflect inclusive practice and procedure.</li> <li>- To establish close liaison with parents.</li> <li>- To establish close liaison with outside agencies for pupils with ongoing health needs.</li> <li>- To ensure full access to the curriculum for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular review of curriculum resources and strategies.</li> <li>- Establish parent and agency communication protocols.</li> </ul>	<p>DHT SENCO F&amp;O</p>	<p>Annual and ongoing</p>	<p>Increased participation of pupils with disabilities in all curriculum areas.</p>

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<p>2. Improve and maintain access to the physical environment of the school</p>	<p>- The environment is adapted to the needs of pupils as required. This includes ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities. - Ensure a visually stimulating environment.</p>	<p>- To conduct regular audits of physical accessibility. - To maintain and improve existing facilities. - To enhance the physical environment based on pupil feedback.</p>	<p>- Implement a schedule for regular physical environment assessments.</p>	<p>DHT F&amp;O</p>	<p>Ongoing</p>	<p>Positive feedback from pupils and parents regarding physical access; reduced barriers to physical access.</p>
<p>3. Improve the delivery of information to pupils with a disability and their parents or carers</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes internal signage, large print resources, , induction loops, and pictorial or symbolic representations.</p>	<p>- To improve communication strategies for sharing information with parents of disabled pupils. - To ensure all information is available in accessible formats.</p>	<p>- Review current communication practices. - Develop guidelines for producing accessible materials.</p>	<p>DHT SENCO D-SENCO</p>	<p>Review half-termly</p>	<p>Increased satisfaction from parents and pupils regarding the accessibility of school information.</p>
<p>4. Improve accessibility of after-school and extra-curricular activities</p>	<p>- After-school provision is designed to be inclusive, making it accessible to all pupils, including those with SEND. - Extra-curricular activities are readily available for pupils with SEND, ensuring they can fully participate in all aspects of school life.</p>	<p>- To ensure all after-school and extra-curricular activities are fully accessible.</p>	<p>- Review and adapt after-school activities based on pupil needs</p>	<p>DHT SENCO AHT - SCO</p>	<p>Reviewed half-termly</p>	<p>All pupils, including those with SEND, actively participating in after-school and extra-curricular activities.</p>

## **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 Deputy CEO and approved by the Executive Team.

## **5. Links with other policies**

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

- 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