



# **Accessibility policy and plan**

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### 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 students 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 students with disabilities

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

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.

### 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	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE/ REVIEW ACTIONS BY	SUCCESS CRITERIA
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AIM	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE/ REVIEW ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<p>Review of curriculum provision to ensure full accessibility (annual)</p>	<p>LLB/DSM (GPR)</p>	<p>Dec 2023</p>	<p>Curriculum meets needs of cohort</p>
	<p>Quality first teaching</p>	<p>ALA/LLB</p>	<p>July</p>	<p>Removal of barriers to learning and participation</p>
	<p>High Expectations of all students supported by use of WAIKTHRUS and CPDL</p>	<p>LLB</p>	<p>Ongoing</p>	<p>Student voice shows students feel appropriately challenged</p>
	<p>Developing teaching and learning strategies facilitated by ICT/TEAMS</p>	<p>GPR/ALA</p>	<p>Annual</p>	<p>Staff and students are confident in using and accessing enhanced ICT support such as immersive reader</p>
	<p>Specific SEND training for staff. Use of yellow folder information to plan for appropriate adaptations for students</p>	<p>GPR</p>	<p>Weekly</p>	<p>Routine structures as part of our non negotiables. Staff empowered to make appropriate adaptations to support students to meet their potential</p>
	<p>Weekly SEND spotlight in staff briefings</p>	<p>ALA</p>	<p>As required</p>	<p>All staff have key information and updates as appropriate. SEND issues seen as a high priority</p>
	<p>Information and training for appropriate staff from outside/specialist agencies</p>	<p>GPR</p>	<p>As required but at least annually</p>	<p>All staff attend appropriate training as required and therefore understand how to deliver accessible lessons.</p>
	<p>Provision maps updated as needs change</p>	<p>RN RN/GPR</p>	<p>By each trip Annually</p>	<p>Information shared with staff routinely. Lessons successfully adapted. All students can access lessons.</p>
	<p>Continued development of highly skilled and well deployed LSA team</p>			<p>Confident and appropriate support in lessons which also allows students to develop independence when ready</p>
	<p>Ensuring school trips are accessible</p> <p>Continued use of well developed transition programme with enhanced elements for appropriate SEND students</p>			<p>Students have a range of opportunity outside the classroom</p> <p>Students and families are confident. Positive start to new school. Information gathered to support teaching and learning</p>

AIM	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE/ REVIEW ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Carry out accessibility audit and action improvements to meet legal requirements where financially and practically viable	LLB/PK	Dec 2023	Completed audit shared with HT
	Ensure signage is appropriate	ND/PK	Annually	Timeline for planned works over 3 years
		ND/PK	Annually	Clear signs and room numbers to support staff, students and visitors
	Maintain physical adaptations to the environment such as yellow markings on internal and external steps	ND/PK	As required	Adaptations for VI students in place and maintained
	Build ramps in at any remaining entrances/exits where they can be safely added	ND/PK	Post audit	
	Consider additional disabled car parking spaces in front main car park	LLB/PK	Weekly	Entrance to Winchester (at staffroom) has a permanent ramp in place
		ND/PK	As required	Additional parking space marked up if required
	Be vigilant with accessibility awareness in Health and Safety grounds checks. Carry out repairs swiftly	ND/PK	As required in line with audit	Grounds and buildings maintained to a high standard
	Ensure any new building work/improvement meets DDA requirements	GGO/HOH		All new building work meets DDA standards
	Consider lighting at evening events to ensure that the site is safe and welcoming for all visitors		As required	LED lighting fitted over time
Ensure all appropriate students have a personal evacuation plan which is shared with appropriate staff			LLB to support GGO and HoHs so that they can complete PEEPs successfully to meet needs of students. DSM informed in a timely fashion so that any rerooming can take place as required.	

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<p>Improve the delivery of information to students with a disability</p>	<p>Resource material adapted and modified as appropriate including for internal examinations</p> <p>Exam boards contacted to ensure that GCSE and A level examination papers and associated materials modified</p> <p>Continue rolling programme of training for exam support such as readers and scribes</p> <p>Where appropriate use readers and scribes in internal Green Task assessments</p> <p>Use of individual or small group classrooms to support needs in formal examination situations</p> <p>Develop the use of specialist equipment eg reader pens</p> <p>All students with specific needs to have an appropriately reviewed individual health care plan</p> <p>Core staff receive medical and first aid training annually</p> <p>Availability of written information when appropriate</p>	<p>All staff</p> <p>RBU</p> <p>RBU/GPR</p> <p>Individual staff</p> <p>RBU/DSM</p> <p>GPR/ALA</p> <p>KLO</p> <p>JE</p>	<p>Weekly</p> <p>Exam series</p> <p>Annually</p> <p>As required</p> <p>Exam series</p> <p>As required</p> <p>As required</p> <p>Annually</p> <p>As required</p>	<p>HoDs oversee this work. Students always have the adapted modified work that they need in all lessons</p> <p>Students can access materials and achieve their potential – examination success</p> <p>Students are supported to achieve examination success</p> <p>Students become skilled in working with readers/scribes and therefore use them effectively in formal exams</p> <p>Students supported as their need requires to provide the right conditions to achieve in exams.</p> <p>New technologies and ideas introduced. Staff and students supported to use equipment effectively in all classes. Equipment fully integrated and part of everyday adaptations</p> <p>Good communication with families. Plans updated routinely. Staff clear on what student needs are and what might need to be done in case of emergency</p> <p>All first aiders trained annually. Top up training for other needs completed as required ensure a safe environment</p> <p>Written copies of letters or information readily available to support families or visitors with particular needs.</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 Senior Leadership Team and the Governing Board.

It will be approved by the Governing Board.

## 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