



## **ACCESSIBILITY POLICY**

<b>Policy adopted by the Governing Body of The Wordsley School</b>	
<b>Date adopted by the Governing Body</b>	<b>29<sup>th</sup> January 2026</b>
<b>Signed by the Chair of Governors</b>	<b>N Cooper</b>

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	Accessibility Plan	

## 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils, parents / carers, staff, governors and visitors to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils, staff, governors and visitors

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Wordsley School is active in promoting an inclusive positive environment by ensuring that every pupil is given equality opportunities to develop socially, to learn, and to enjoy school life.

We actively promote community cohesion at school and are instrumental in removing any potential barriers and indirect discrimination that may prevent pupils accomplishing a full learning experience.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including a full understanding of disability issues. The school fully supports partnership and stakeholder engagement to develop and implement the plan, working cohesively with parents / carers and the wider community to promote equality opportunities for all.

The Wordsley School complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising such concerns. The Accessibility Plan will be available on the school website and paper copies are available upon request.

## 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 a person(s) ability to undertake normal day to day activities.

### 3. Definition

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.

### 4. Roles and Responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent / carer or colleague.

The school will create an Accessibility Plan with the intention of improving the school's accessibility.

Governors Board are responsible for monitoring the Accessibility Plan.

The Special Educational Needs Coordinator (SENCO) will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

As part of the induction of a new pupil, the SENCO will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The SENCO is responsible for consulting with relevant and reputable professional experts if challenging situations regarding pupils with disabilities are experienced.

The school works closely with the Local Authority, where appropriate, and relevant external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO works closely with teaching and support staff to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

All staff members have training on equality issues with reference to the Equality Act 2010.

Designated staff members are trained to effectively support pupils with medical conditions.

### 5. Admissions

The Wordsley School will act in accordance with the Admissions Arrangements Policy. The admission arrangements set by Stour Vale Academy Trust ensure that the process is fair and equitable for all.

The Wordsley School will apply the same entry criteria to all pupils and potential pupils.

In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary eg. publishing exam papers in a larger font.

Will strive not to put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

## **6. Curriculum**

The Wordsley School is committed to providing a healthy environment that enables full curriculum access, values and includes all pupils regardless of their education, physical, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities and impairments.

Aiming to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

For each subject the SENCo will work with department leads to adapt a pupil's Education Health Care Plan (EHCP) with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with pupil and their parents / carers, will ensure that all adjustments possible will be made for any particular disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed information on pupils with SEND are given to relevant staff in order to aid teaching.

Specialist resources are available for pupils with visual impairments, such as large print reading aids.

## **7. Physical Environment**

The Wordsley School is committed to ensuring that all pupils, staff, parents / carers and visitors have equal access to all areas and facilities within the school premises.

The school has some toilet facilities suitable for people with disabilities.

Lift access from ground to first floor within the English block.

Certain areas of the school have been fitted with ramp access to allow accessibility.

There are parts of the school which disabled persons have limited or no access to.

## **8. Equal Opportunities**

The Wordsley School strives to ensure that all existing and potential pupils are given the same opportunities.

Committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

Ensure that all extra-curricular activities are accessible for all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **9. Monitoring and Review**

This policy will be reviewed annually by the Board of Governors or when new legislation / guidance concerning equality and disability is published or where there are changes to the physical layout of the building.

The Wordsley School will review the policy in light of specialist SEND / SENCO advice.

Equality Impact Assessments (EIA) will be undertaken as and when school policies are reviewed.

## **10. Accessibility Plan**

The Accessibility Plan will be structured to support:

- The Wordsley School Equal Opportunities Policy
- SEN Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Arrangements Policy
- Health and Safety Policy

## 11. Appendix 1 – Accessibility Plan

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
<b>INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY</b>	Tailored curriculum for all pupils	All out of school activities are fully inclusive	All out of school activities planned focusing on participation from all pupils	All out of school activities concluded in an inclusive manner to enable access for all pupils
	Use resources tailored to the needs of pupils who require support to access the curriculum	Promote independence in classroom	Classroom layout organised (Class Charts allows creation of informed seating plans based on student data) to promote participation and independence of pupils	Class Charts - pupil allocation. With layout designed to support learning
	Performance is monitored and tracked for all pupils including those with a disability	All students have access to support to cater for internal and external examinations	Continual assessments of students for examination access arrangements	Pupils are fully supported to access internal and external examinations
	Review of curriculum to ensure it meets the needs of all pupils	Curriculum Achievement Leaders (CALs) – Walkthru's addressing any discrepancies observed and promoting best practice	Continual promotion of best practice using the golden thread methodology with frequent observations through coaching and mentoring (Golden thread - a framework explaining how objectives, values and vision are aligned	Continual monitoring and review – ongoing BlueSky platform acquired supporting professional development and quality assurance processes (BlueSky is an online performance management tool capturing performance objectives in line with strategic priorities and enhancing professional development needs for staff)



			and embedded into the structure of the school)	
AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
	Where necessary, Individual Health Care Plans (IHCP) in place to differentiate needs and requirements of individual students	Assessment of pupils individual needs and requirements	Frequent review and implementation of requirements upon assessment	Continual monitoring and review – ongoing
	Consideration of alternative communication methods	Curriculum is fully accessible for all pupils	Implementation of Scribe aided tools such as Exam Writepad (designed specifically for use with controlled assessments / exams)	Continual monitoring and review to ensure meets the needs of all pupils
	Induction for all new staff	Staff have a sound knowledge of all policies, procedures and systems in place	Continual review of all policies, procedures and systems	Continual monitoring and review – ongoing

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
<b>IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT</b>	<p>The environment is adapted to the needs of the pupils as required, includes:</p> <ul style="list-style-type: none"> <li>- Ramps</li> <li>- Elevator (English Block)</li> <li>- Corridor Width</li> <li>- Disabled Parking Bays</li> <li>- Disabled Toilets and Changing Facilities</li> <li>- Evacuation Chair Training for staff</li> <li>- Improved visibility of steps and potential trip hazards</li> <li>- Signs are clear and visible</li> </ul> <p>Whole school secured site</p> <p>Ramp access for L4L Adult Education pupils</p>	<p>Ensure that service of accessible lift is maintained (New Build)</p> <p>To maintain accessible toilets for the physically disabled across the school</p> <p>Continued / increased Physical accessibility of the school for wheelchair users</p> <p>Easy access for all pupils and parents / carers and visitors wishing to access the school</p> <p>Ramp construction complete</p>	<p>Continual monitoring and servicing of lift to ensure in satisfactory working condition and compliant with regulatory requirements</p> <p>Maintenance and upgrade of toilet / changing facilities to ensure fit for purpose Increase toilet provision for whole school – ongoing upgrades</p>	<p>Lift is maintained in satisfactory working order and adheres to regulatory requirements</p> <p>Maintenance of toilet / changing facilities ensuring fit for purpose</p> <p>Installation of automation to gates whole site to further improve security</p> <p>Adult Education classes accessibility to Hub for all students</p>

	Ensure that the Water Dispensers to be installed are in a position and at a level that is accessible to wheelchair users	Additional water dispensers are in place		Implementation of work required after current assessment of work
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AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
<b>IMPROVE THE ACCESS TO INFORMATION FOR PUPILS WITH A DISABILITY</b>	<p>Use of a range of communication methods to ensure information is accessible for pupils. Including:</p> <ul style="list-style-type: none"> <li>- Internal signage</li> <li>- Large print resource</li> </ul>	<p>Ensure materials and resources are accessible for pupils with hearing or visual impairment</p> <p>Ensure resources and materials are accessible for dyslexic pupils</p>	<p>Seek support and guidance from hearing and visual support agencies. With the use of IT to further enhance accessibility or tailor to meet specific needs</p> <p>SEN information is readily available and accessible for staff. Resources are tailored to meet pupil needs such as guided reading strips, coloured overlay</p>	<p>Materials and resources are tailored to meet the needs of our pupils.</p>
	Website – Continual improvement for access and sources of information	Website – regular updates to ensure key information accessible to all	Information presented in a clear format with easy access to relevant information pages, attachments and videos	Key information revised / updated – ongoing review

	Raise staff and pupil awareness of SEND	Regular reviews of staff inductions and Continual Professional Development (CPD) processes – Assemblies tailored for pupil awareness	Seek support and guidance from external agencies. Staff briefings Pupil assemblies	Information and support readily available for staff – increased school awareness
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