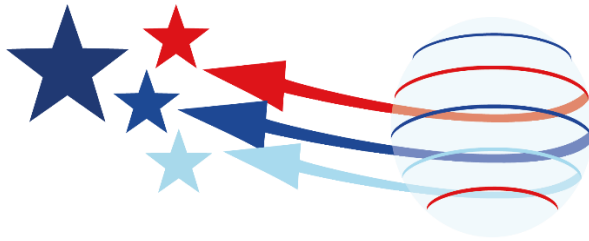


Accessibility Plan



WALLISDEAN
FEDERATED SCHOOLS

Approved by: Full Governing Body

Date: 17 July 2025

Reviewed Every 3 year *(or as necessary)*

Next Review: Summer 2028

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.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. 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/carers, 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.

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
Increase access to the curriculum for pupils with a disability	Our schools' approach: Wallisdean Federation offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resource adaptations include creating supportive environments in which all children feel included. For example, enlarged resources for children with Visual Loss. • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	Children's curriculum needs are reviewed termly to ensure fit for purpose	Continue regular reviews eg discuss at pupil progress meetings, annual reviews and learning walks	SLT, Inclusion Leads and Class Teachers	Ongoing	Identified pupil progress is monitored

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps Ramps have been installed where appropriate or temporary ramps are used where appropriate to allow wheelchair access Wheelchairs are not appropriate for the double staircase to gain access to upstairs of the infant school. In this case any class or activity that would have been upstairs would be moved downstairs so it is accessible • Corridor width • Disabled parking bays • Disabled toilet and changing facilities including wet room are available on each site (Infant/Pre-School and Junior) • Library shelves at wheelchair-accessible height • raised flowerbeds so that gardening is accessible to all. • smooth surface on our sensory garden and have a clear pathway in our woodland area to allow access for wheelchairs. • Corridors are kept tidy and free from unnecessary clutter.	No plans to make any changes as we are meeting all needs with our physical environment We will continue to maintain all areas of the school so they are easily accessible to all students. To ensure where areas pose a potential risk to children with disabilities, that these are reviewed with the site team, SLT SENCo. To plan and cater for any children that enter the school with needs we do not currently meet.	Review to be undertaken either every 3 years or as and when pupil needs indicate Yearly classroom reviews as each child moves to a new learning environment/ classroom. Site Manager to assess site areas that need any adjustments. Visits from the STAS teams eg VI, HI when appropriate Yearly visits from physiotherapy team. New CT, SENCo and Advice from STAS VI team	September each year, when child moves classes and year groups. Reviewed if any changes to the child's needs occur mid-year or staffing changes.	SLT, Inclusion Leads, Class Teachers, Site Team	Children will feel included and supported in school at all times. Children will be able to access the site safely and, wherever possible, independently.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods when required to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille when required • Pictorial or symbolic representations • Communication boards • Adapted visuals on IWB • Clear and enlarged print on any resources used • Books ordered through VI websites • Large print resources made for individuals • Pictorial or symbolic representations • Use of iPad and Teams access to use technology to support • Use of laptop when needed. • Use of programs such as Clicker when needed.	Alternative versions of school documentation are available on request via the school office. Review undertaken as required of provision to ensure fit for purpose.	On moving classes CT must ensure resources are fit for purpose for children with disabilities. This includes a communication friendly environment, visual resources and adapted resources to ensure children can access easily SLT, Inclusion Leaders and Site manager to assess site areas that need any adjustments. Advice from STAS Team when needed Continue regular reviews and ensure website and other communication channels included relevant guidance on obtaining alternative document versions.	SLT, Inclusion Leads, Class Teachers, Site team, Admin Team	Termly reviews following any STAS visits and or reports	All information is provided in an accessible form to pupils and visitors.

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 SLT.

It will be approved by Full Governing Body.

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