Waterton
Academy Trust

Accessibility Plan

2024-2027

Contents

Purpose

This Accessibility Plan is designed to ensure that [insert name of school] complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the School

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable Adjustment Duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning Duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing Physical Access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.

Increasing Access to the Curriculum
Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing Access to Written Information
Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with Parents
In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit
At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans
At Appendix 2 is an action plan relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we have:
- identified current good practice within school
- created an outcome (short, medium or long term)
- outlined any actions required
- identified who is responsible for the action, and the deadline for this
- stated the success criteria

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints
If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Complaints Policy.

Review
During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Head of SEND and Inclusion will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

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 Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

[Template to be amended and completed by the school]

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the Accessibility Plan?
1. Culture and Ethos – Policies and Practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?				
1.2 Are there high expectations of all pupils and staff?				
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?				
1.4 Are pupils equally valued?				
1.5 Do staff seek to remove all barriers to learning and participation?				
1.6 Are lessons made accessible to all students?				
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?				

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the Accessibility Plan?
2. Staff Training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Staff would benefit on further training to promote this more widely and effectively	Yes	Training, resources	Yes
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Regular CPD but need to ensure that we update this according to pupils' emerging needs and new pupils to the setting	Yes- if not managed and updated well	Training, communication	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?				
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?				
3. Provision of Written Information				
3.1 What provisions are made for making information available to all people who				

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the Accessibility Plan?
may need access to goods, services and facilities?				
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?				
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?				
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?				
3.5 Do you have the facilities to produce written information in a variety of font sizes?				
3.6 Do you make use of RNIB guidelines formats? (RNIB				

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the Accessibility Plan?
guidelines may be obtained from www.rnib.org.uk)				
4. The Physical Environment *Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.*				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	Staircase in school with no lift access	Yes	Building design	Yes
4.2 Are toilet facilities and showers (where applicable) accessible to wheelchair users?				
4.3 Are there safe pathways of travel around the school site and parking arrangements?				
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?				

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the Accessibility Plan?
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?				
4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?				
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?				
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, tactile buttons where these are needed etc?	None in place	Yes	Physical resources and design of building	Yes

Questions to Ask	Issues Identified	Barrier to Access?	What sort of Issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the Accessibility Plan?
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?				

Appendix 2: Accessibility Plan Template

[Template to be amended and completed by the school. The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context]. There should be more than one objective under each aim.

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

Access to the Curriculum

Aims	Current Good Practice *Include established practice and practice under development*	Objectives *State short, medium and long term 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 school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability	To further enhance our offer by exploring the use of technology to increase access an independence	HoSP and DHoSP to research available technology/ apps/ programmes that are used in other specialist settings/ have been reviewed by EEF. DHoSP and HoP to	Head of Specialist Provision (HoSP) Deputy Head of Specialist Provision (DHoSP)	March 2026	New technologies/ apps have been identified and staff have started to use these to enhance learning and independence within setting. Staff regularly review effectiveness of technology used and research new products

				identify new approaches/ technologies that we could use and implement these within setting			
		To regularly review and develop the staff CPD offer to ensure all staff are knowledgeable about a range of SEND	Termly reviews of CPD schedule

CPD schedule designed to reflect emerging needs of children | | Executive Headteacher

Head of Specialist Provision (HoSP) | July 2026 | All staff have received training related to our current cohort of pupils and their new and emerging needs |

- 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

Access to the Physical Environment

Aims	Current Good Practice *Include established practice and practice under development*	Objectives *State short, medium and long term 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 • Corridor width	To ensure that all pupils access the environment that they need and	Ensure that no pupil has their experience affected due	Head of Specialist Provision (HoSP)	July 2026	All pupils in classes that reflect their need and ability – regardless of

	• Disabled parking bays • Disabled toilets and changing facilities	there are no barriers to this	to inability to access the first floor (lack of lift) Plan classes and classrooms around need and ability related to curriculum experience and move classes downstairs as needed			location of classroom

Access to Written Information

Aims	Current Good Practice *Include established practice and practice under development*	Objectives *State short, medium and long term 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 to make sure information is accessible.

This includes:
• Internal signage
• Large print resources
• Pictorial or symbolic representations | To further develop the range of communication methods within school- in response to identified need (if needed) | To explore the use of Braille and Induction loops within settings and evaluate the need at the present moment against cost and effectiveness. | Head of Specialist Provision (HoSP) | July 2025 | |

Document Detail	
Document Name:	Accessibility Plan (Template)
Version:	1
Chief Officer Signature:	D Dickinson, CEO
Effective From:	September 2024
Approved by:	Executive Leadership Team
Next Review Date:	September 2027, or sooner if changes are required

Version Control			
Version	**Date**	**Author**	**Change/Reference**
1	Sept 2024	L Thresh	New Policy