



Wye School
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Accessibility Plan

Review Timetable

The Policy will be reviewed every three years, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	April 2026
Policy ratified by Local Governing Bodies	May 2026
Renewal Date	May 2029
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Wye School Accessibility Policy and Plan – 2026-2029

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1. Overview

The policy should be read in conjunction with the school's:

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality Duty
- Behaviour Policy
- Complaints Policy

2. 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students equally and with respect. Providing access and opportunities for all students without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination; therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010

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.

3. Legislation & 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. This plan complies with Section 69

(2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aids or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

4. Action Plan

The Accessibility Plan shows how access can be improved for disabled students, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans. The 3 areas considered in this plan are:

1. Improving Education and related activities - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of students with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all students. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school - The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

3. Improving the provision of information -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan 2026-2029- Section 1: How does school deliver the curriculum?	
All students have access to the curriculum and are supported to achieve	<ul style="list-style-type: none"> - Universal strategies applied in lessons to ensure teaching is inclusive to all- teaching staff - a termly focus of CPD on SEND to ensure student needs are met- SENCO - To create a well-structured SEND department to meet the needs of students on SEND register- SENCO - Provide a programme of training by external professionals to raise awareness on how best support students with a range of needs, as needed when new needs arise- SENCO
All students with access arrangements are well supported in exams	- Provision of additional exam support e.g. laptops, reader pens, prompts mapped out prior to and provided in each exam series as per JCQ regulations- SENCO and Exams Officer
Section 2: Is school designed to meet the needs of all students?	
Building is accessible for students with physical disabilities	-Students to be issued with a lift pass as needed- Office
A range of disabled access facilities available on each floor	-Ensure all facilities (e.g. toilets, showers, car park spaces) are maintained and clearly signposted- Premises
Section 3: How does school deliver materials in other formats?	
Successful use of parent and student friendly MIS	-Launch of Arbor to parents- SLT
Resource modification	-To modify (e.g. enlarge) resources so they are accessible to individuals with SEND- teachers and SEN staff
Student SEND Profiles	-All students with SEND to have a student profile on Arbor to identify needs and support required maximise learning outcomes and wellbeing so that all teachers and support staff can easily access it- SENCO
EAL students and families are supported	<ul style="list-style-type: none"> -Translate important written information when necessary e.g. with use of software when presenting on the interactive whiteboard- teachers -Provide students with language dictionaries to aid communication where they need it- SENCO

5. Monitoring Arrangement

This document will be reviewed every three years in full. It will be reviewed by the governing board, Principal, SENDCo and the Health & Safety Lead. It will also be annually checked for purpose against changes in legislation and changes in student and staff disability profiles.

6. Training

All staff have health and safety and child protection training as part of their induction. They also receive an annual update regarding the Equality Act 2010, guidance on recognising hazards and protocol for reporting promptly to the health and safety coordinator for the school.

