



ACCESSIBILITY PLAN

This policy includes Early Years Foundation Stage (EYFS)

Policy Reviewed: June 2024

Policy to be reviewed: June 2027

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.

At St Wystan's School we are committed to equality and inclusion. Our admissions policy is fair and transparent. We offer places to pupils with a wide range of additional needs, following an enhanced admissions process, to gather additional information, where required. We are committed to the British Values, fostering respect and tolerance in all areas of school life, including our admissions process.

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, parents, 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.

3. Background to the Accessibility Plan School Context

St Wystan's School is sited in Victorian accommodation, with three large houses being amalgamated into one school. It was established in 1926 and retains the character of a period property as much as is practicable. There are many stairways and corridors internally, with stone steps leading into the main entrances in the School and Reception class. Access from the High Street can be made via the double cartway doors into the playground or through the street door (leading to a flight of stairs) that is only used as a fire escape. There is also access into the playground from the rear of the School. Other than the hall, the School is inaccessible to wheelchairs. Access internally for someone with physical mobility issues would be difficult due to multiple flights of stairs over three floors. Installing a lift would not be possible due to the space, cost, age and layout of the building. A pupil with restricted mobility is likely to be disadvantaged by these problems. A pupil with severely restricted mobility may be unable to access some of the educational facilities that the School offers.

4. Action plan

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

AIM	CURRENT GOOD PRACTICE	NEXT STEPS	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • 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 • 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 • We work closely with Local Authority to ensure we receive funding for 1-1 assistance to enable pupils with a disability to attend our school 	<p>Look for additional opportunities to inspire children regarding disability and to expand teaching resources.</p> <p>Increased training during staff induction/whole school inset throughout the year. Engage staff in online training and cascading of that information to the rest of the staff. Promoted sharing of information by teaching assistants and teaching staff.</p> <p>Improve the application of pupil screening, tracking and performance data of SEND pupils to inform teaching, learning and whole</p>	<p>Investigate and implement resources</p> <p>SENDCo to identify opportunities for staff training and to arrange SEND drop-in sessions to encourage the sharing of good practise</p> <p>Obtain access to screeners that can be used to identify specific learning needs for</p>	<p>CR/AML</p> <p>AML</p> <p>AML</p>	<p>July 2026</p>	<p>The school community has a wider understanding of disability and ways to support.</p>

	<ul style="list-style-type: none"> • We draw on the expertise of professionals to support pupils with disability to attend our School • Ensure trips are accessible to all pupils • Planning shows that pupils with an EHCP are planned for and show all academic staff are aware of, and are confident in applying reasonable adjustments necessary to teach people with SEND in the manner outlined in their OOPs 	<p>school policy. This will lead to more informed provision mapping for SEND pupils</p> <p>Improve the availability of specialist knowledge and support for SEND pupils in particular to support children's mental health</p>	<p>example dyslexia, dyscalculia, dysgraphia</p> <p>Develop and SEMH strategy across the School</p>	CR		
Improve and maintain access to the physical environment	<p>St Wystan's School is sited in Victorian accommodation. There are many stairways and corridors internally, with stone steps leading into the main entrances in the School and Reception class. Our school offers access from the High Street via the double cartway doors into the playground and to the current Form 1 classroom which is the only classroom at ground level. There is also access into the playground and this room from the rear of the school. The current Form 1 classroom has an attached toilet area.</p>	<p>Give consideration to improving accessibility to the Form 1 classroom. classroom should the need arise.</p> <p>To ensure the school hall is accessible to people with disability.</p> <p>To ensure Woodland School is accessible to people with disability.</p>	<p>Consider building of 2 ramps, from playground to door lip and from door lip into classroom, should the need arise.</p> <p>Consider widening of toilet door and addition of a handrail, should the need arise.</p> <p>Consider hall door frame made flush, should the need arise.</p> <p>Consider widening footpaths for entry to the area, should the need arise.</p>	NL	<p>Completion of the work would be subject to school finances and reasonable expectations, and only be considered should the need arise.</p>	<p>The premises and external facilities have reasonable access to classroom, social and eating areas and washrooms.</p>

		<p>To ensure the swimming pool/ astro/tennis courts/cross country track and sports hall are accessible to people with disability.</p> <p>Ensure trip hazards are highlighted around the school and replaced as require</p> <p>Handrails are available for use in high-risk areas</p> <p>All pupils with a disability have a PEEP</p>	<p>Liaise with staff at sports centre</p> <p>Regular scrutiny of school grounds and work on associated risks completed</p> <p>Handrails installed</p> <p>Pupils identified and PEEP completed</p>		<p>Ongoing</p> <p>Should the need arise</p> <p>October 2024</p>	<p>People with disabilities have a personalized plan should emergency evacuation be required.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. Written information is provided in alternative sources as required</p> <p>Ensure that teachers are aware of, and encourage the use of, assistive ICT to share information appropriately.</p>	<p>Exam and resource material modified as necessary</p> <p>Staff consult SENDCo on an individual basis to discuss needs of individual pupils.</p>	<p>Individual teachers take responsibility for modification of materials</p> <p>Staff consult with SENDCo</p>	<p>CR</p> <p>AML</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>People with disabilities have access to information and materials as required.</p>

	Continue to support teachers in making reasonable adjustments so all pupils are able to access the information. For example, coloured screens, digital recordings, enlarged text and other tools that will help them readily access all relevant information					
--	--	--	--	--	--	--

5. 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 governing board / General Purposes Committee / Chair of General Purposes Committee (Martin Pallot)/ the headteacher (Kara Lebihan), Operations manager (Natasha Lomas) and SENDCo (Anne-Marie Lawrence)

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- [Admissions Policy.docx](#)
- [17a Equal opportunities.docx](#)
- [16a Risk assessment.docx](#)
- [11 Health and safety.docx](#)
- [3b SEND Policy.docx](#)
- [Inclusion Policy.docx](#)

General Principles

St Wystan's School acknowledges its duty towards all pupils, staff, parents, governors and members of the wider community who have a disability and are making use of School facilities. The School also acknowledges its nondiscrimination and planning duty to pupils, and prospective pupils, under the Equality Act (2010) and the Special Educational Needs and Disability, 2015 (SEND).

St Wystan's School is a non-selective school and admission to the School is by informal assessment at a Taster Day or Taster Session. Parents of prospective pupils are asked to complete a Registration Form, which covers information relating to disability, special educational needs or medical conditions. In assessing whether it will be possible to provide appropriately for any such child, the School may take advice and require such assessments as it deems appropriate. The School will, of course, be sensitive to any issues of confidentiality.

Wherever practical to do so, the School is committed to making reasonable adjustments based upon the information given and advice received to enable a prospective pupil to take up a place at St Wystan's School.

Aims of the Accessibility Plan

- To increase the extent to which disabled pupils can participate in the School's curriculum;
- To improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and services offered by the School;
- To improve the delivery of information to disabled pupils, which is already provided in writing to nondisabled pupils.

However, whenever changes/improvements are made, full consideration will be given to improving access for those with restricted mobility. Wherever practical, the School will also make any reasonable timetable adjustments to allow any pupils with restricted mobility to access the curriculum.

Accessibility Plan General

The School will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of the action of the previous years
- Relevant targets for the next school year
- Responses to any further legislative changes

The School will undertake INSET training (H&S etc.) with staff when appropriate with a view to raising awareness of their obligations under this plan.

The School will provide children with restricted mobility guidance on how to access classrooms and facilities reached by steps and stairs.

In the case of a child with a physical disability joining the school, there is one classroom at ground floor level that could have adjustments made to it to allow access – see below *'Accessibility plan – specific objectives'*

Access can also be gained to the playground and hall.

In terms of specialist lessons:

MFL is taught in the Form room so no access issues

IT can be taught in the classroom as the school has Chromebooks which are portable

PE – some aspects are taught on the school playground. Consideration would need to be given to how

Repton's facilities, such as the AstroTurf, could be made accessible due to travel to the venue which is approx. an 8 minute walk.

Increasing the extent to which disabled pupils can participate in the curriculum.

In terms of Special Educational Needs and Disabilities (SEND), children have Individual Education Plans (IEPs) called one-page profiles that are reviewed termly (see SEND Policy).

Specific needs of individual pupils are dealt with on an individual basis. The School is committed to continuing to make any reasonable adjustments to enable future SEND pupils to access the curriculum (see also the Curriculum Policy). By carefully managing staff deployment, timetabling, curriculum options and staff information and training, disabled pupils will be able to fully access and participate in the broad and balanced curriculum that we offer.

Improving the Physical environment

At all times when planning development which involves access (e.g. gates, steps, paving, doors, signage, lighting, furniture), due care will be taken to consider how this will benefit/hinder pupils, parents, visitors and staff with special needs or a disability.

When purchasing and implementing any physical aids (e.g. ICT equipment, stationery), due care will be taken to consider how this will impact upon pupils, parents and staff with special needs or disability.

Improving the delivery of information to disabled pupils

SEN information is disseminated to all teachers by the SENDCo and one-page profiles are used by teachers as appropriate. This is carried out on an individual basis, and ICT and other facilities will be made available to allow material to be provided to pupils in whatever format is required. Materials are also provided to parents in other formats, as required.

Hearing or visual impairments can be catered for by the teachers working closely with the parents so the quality of education that we offer is not compromised.

Policy Development and Review

This policy document was written in consultation with the entire School community, including pupils, parents, school staff and Governors. This document is freely available to the entire School community. It will be reviewed and updated on an annual basis at General Purposes Committee.

Reviewed by	Headteacher		
Reviewed	June 2022		
Date of Next Review	June 2025		
Governing Body Approval	Yes/No 28.5.20		
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No

Accessibility plan – specific objectives: June 2022 – June 2025

Key Area	Key Objective	Action	Responsibility	Time Frame	Resources	Success Criteria	Outcome/ Evaluation/ Completed
<p>Improving access to:</p> <p>Current Form 1 classroom</p>	<p>To ensure the room is accessible to pupils with a physical disability.</p> <p>To ensure toilet facilities are accessible to pupils with a physical disability</p>	<p>Ramps access to classroom Building of 2 ramps:</p> <ol style="list-style-type: none"> 1. From playground to door lip. 2. From door lip into classroom <p>Toilet access</p> <ol style="list-style-type: none"> 1. Widening of toilet door. 2. Addition of a rail as required 	<p>KL/NL</p>	<p>Completion of the work would be subject to school finances and would only be completed if a pupil was to join the school.</p>		<p>Classroom and toilets are accessible for pupils with a physical disability.</p>	