

Old Windebrowe School Accessibility Plan



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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 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 schools aim to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 his or her 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 an auxiliary aid or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a bespoke and differentiated approach for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Adaptations and responses to improve access for a student who develops health needs</p>	<p>To ensure full access to an appropriate curriculum for each student at Old Windebrowe School</p>	<p>Regular staff meeting updates/discussions relating to diversity and equality of resourcing</p>	<p>All school staff</p>	<p>Ongoing</p>	<p>All students have an equal ability to access a curriculum that is broad and balanced to their needs.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Old Windebrowe School does not provide education to students with physical disabilities for whom the building could not be made accessible.</p> <p>The School</p> <ul style="list-style-type: none"> • Does have a lift to support entry to students from the home • Toilets do support children with disabilities • Move lessons to different areas of the school • Provide sensory support in different parts of the building • Support access to books from the library area 	<p>To ensure all students can access their educational program through any short-term physical difficulties.</p>	<p>Respond as appropriate to any temporary difficulties. Check on arrival with students if they have any disability that may need to be catered for.</p> <p>Ensure off site curriculum activities (horse riding, swimming, art in the community) can be accessed by all.</p>	<p>Head Teacher</p>	<p>Academic year and ongoing</p>	<p>Students can access their educational programs</p> <p>NB this would not include any physical activities if they were injured.</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Everything that we do as a school is designed to meet the needs of the individual and this may include adaptations such as;</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure anyone can access the necessary information and learning</p>	<p>Monitor student needs and respond as required</p>	<p>SENCo</p>	<p>Monitor needs regularly</p>	<p>Students and visitors can access the required information.</p>

Develop staff knowledge and understanding of how to remove barriers to learning	Bespoke approach for each student maximises their access to the curriculum	To ensure barriers to learning are removed for all students	On-going staff training and support from SENCo regarding approaches and tools to use.	SENCo Head Teacher	Ongoing	Students able to access the full curriculum and make progress.
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4. Monitoring arrangements

This document will be reviewed after the first year of the school opening and then reviewed annually

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) Policy
- Supporting students with medical conditions policy

Date of review	November 2025
Next Review	September 2026
Reviewed by	Head teacher

Appendix 1: Accessibility audit for the Evolution School

Feature	Description	Actions to be taken	Person responsible	Completed
Number of floors	2	Move class downstairs if required	SS	
Corridor access	All good			
Lifts	N/A			
Parking bays	Space on car park for all student cars from care homes			
Entrances	Good access			
Ramps	Portacabins not accessible	Temporary ramps could be made available	SS	
Toilets	Access OK, disabled toilet available			
Reception area	Sufficient space			
Internal signage	Good			

Emergency escape routes	Clear and accessible			
Access to interactive whiteboards, kitchen worktops and toilets for varying age students	Interactivity and access needs to be accessible to all children	Use appropriate and safe steps for good access.	Teacher	

Appendix 1: Accessibility audit for the Henslow School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2	Move class downstairs if required	JB and Teacher	
Corridor access	All good			
Lifts	N/A			
Parking bays	Space on car park for all student cars from care homes (although becoming tight)			
Entrances	Good access			

Ramps	In good order			
Toilets	Access OK, disabled toilet available			
Reception area	Sufficient space			
Internal signage	Good			
Emergency escape routes	Clear and accessible			
Teaching in The Hub	Steps	Ramp could be fashioned as a temporary measure	JB	