



WyreForestSchool

Communication Specialist

Accessibility Policy & Action Plan

Date of last review:	2024	Review period:	3 Years
Date of next review:	2027	Written by:	Rebecca Garratt
Type of policy:	Statutory	Committee:	FGB
Signature:			

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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 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.

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.

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. 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	<ul style="list-style-type: none"> Our school offers a differentiated Pathway approach for all learners. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils. 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. 	Pupils have the correct equipment and resources to support their learning and achieve their targets.	<ul style="list-style-type: none"> Resources to be purchased so they are tailored for individual pupils e.g. writing slopes, pencil grips, non-glossy laminates, different coloured paper etc. Accessibility resources/tools for life skills and independent living (VI/HI/Physical) 	Pathway leaders/ Class teachers	Ongoing to meet changing needs	SONAR shows progress across the curriculum.

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	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height • Height adjustable tables • Tactile warnings on the floor • Glass panels are with stickers on. 	Pupils can access the school environment, so they develop to be as independent as possible.	<ul style="list-style-type: none"> • Adapt Forest School Environment to support pupils- • VI pupils- low lying branches will have an auditory warning • Physically disabled pupils- table/ tuff-spot at the correct level so pupils can access equipment/ resources • Mud path around forest school to be made wider (possibly bark to be placed on this path) • Ramp to the shelter at forest school to have less of a recline on there • Adaptations for school environment • VI pupils- external steps to have a visual contrast on the front/ edge of each step 	SLT/, including school business manager	April 2027	All pupils access the school environment with some independence

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height • Height adjustable tables • Tactile warnings on the floor • Glass panels are with stickers on. 	Pupils can access the school environment, so they develop to be as independent as possible.	<ul style="list-style-type: none"> • A contrast for door handles • Bright hand rails • A visual contrast on the floor of the external playground/ classroom door • Physically disabled pupils- • Height adjustable tables (wind up ones) for classes with physically disabled pupils • Ledge on external classroom/ playground doors to be adapted so it is flatter • Secondary playground matting to have less of a step • CAR PARK – increased disable bays, crossing points, tactile edge to pavement and lip to pavement. • Increase shaded areas 	SLT/, including school business manager	April 2027	All pupils access the school environment with some independence

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	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Total communication approach • Symbols, Photographs and Objects of Reference used to cue pupils in 	<ul style="list-style-type: none"> • Pupils are able to communicate their wants using their preferred mode of communication around school- inside/outside • All symbols and photographs used are appropriate for pupils. 	<ul style="list-style-type: none"> • Communication aids to be available around school- ALDs inside, communication and print board outside. • Ensure visuals support all pupils e.g. large print, non-glossy laminates, off coloured paper. 	Communication Lead	April 2027	<ul style="list-style-type: none"> • Pupils can use their preferred mode of communication wherever they are in school. <p>Pupils are aware of the different environments around the school.</p>

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 the headteacher.

It will be approved by the governing body.

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) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy