



Accessibility Plan

Werneth School 2024

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

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.

We have implemented a number of strategies and initiatives to ensure that we have the provisions in place to make Werneth School an inclusive school for all of our students, particularly paying attention to our SEND students.

We are committed to providing an environment that values and includes all pupils, staff, Governors, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ● Our school offers an adapted 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 ensure it meets the needs of all pupils 	<p>To ensure staff have access to a diverse range of knowledge and skills on SEND, medical and pastoral needs.</p> <p>To allow our students the opportunity to share their experiences in school.</p>	<p>To continue to deliver staff training re: SEND, medical conditions and Inclusion.</p> <p>To regularly carry out student voice.</p>	<p>SENDCO/Medical Needs officer, Safeguarding Lead.</p> <p>SLT/SENDCO</p>
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"> ● 2 lifts (one in the main building and one in the sports hall). ● Corridor width ● All of the stairs in school have handrails in order to support students that have physical needs. ● Disabled parking bays ● Disabled/inclusive toilets and changing facilities on each floor ● A disabled toilet in school that has a physiotherapy bed ● A hoist in one of our disabled toilets. 	<p>To ensure the lifts comply with health and safety regulations.</p> <p>To ensure the hoist complies with health and safety regulations.</p> <p>To ensure that the building fits the physical requirements of its students.</p> <p>To ensure that students have the opportunity for physio</p>	<p>For the lifts to be regularly inspected and serviced by an outside agency, Stannah.</p> <p>To ensure that the hoist is regularly serviced.</p> <p>To make gradual adjustments to the building to accommodate different needs, as these are found out.</p> <p>SENDCO/Assistant SENDCO to regularly liaise with the Occupational Therapy service.</p>	<p>Business Manager/Stannah.</p> <p>Business Manager</p>

	<ul style="list-style-type: none"> Some of the classrooms have dimmer switches to adjust the lighting 	as and when needed within school		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Braille Induction loops Pictorial or symbolic representations <ul style="list-style-type: none"> We have a Medical Needs Officer, who is a non-teaching member of staff who oversees all medical issues and liaises with various multi agencies including the school nurse. We work collaboratively to write care plans where required. A number of staff in school are paediatric first aid trained. We work closely with a number of outside agencies, including the Sensory Support service, Occupational Therapists, Educational Psychologists, School nurse, CAMHS and Paediatricians. 	<p>To ensure information is accessible to all sensory support students.</p> <p>To ensure that the SEND register is up to date.</p> <p>For paediatric first aid staff to update their knowledge.</p>	<p>To regularly liaise with the Sensory Support Service for advice and guidance.</p> <p>This course is updated every 3 years.</p>	<p>SENDCO</p> <p>Medical Needs officer/Business Manager</p>
<p>The accessibility plan will be referred to in the event of a student needing short term accessibility arrangements. For example, if they have a temporary injury or illness.</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 approved by the governing board, the Academy Trust, and the Head teacher.

5. Links with other policies

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

- Special educational needs and disabilities (SEND) information report
- Medical Conditions and First Aid Policy