

ACCESSABILITY PLAN 2025-2027

Ratified by Governors: Summer 2025

Next Review Date: Summer 2027

Link: [L.kirchin](#)

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.

Our mission statement makes clear the value we place on valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan including pupils, staff, parents and governors.

This document should be read alongside the Wade Deacon Trust's Equal Opportunities Policy which applies to all aspects of the Trust's relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

The Wade Deacon Trust is committed to providing a working environment free from harassment and bullying and ensuring all staff are treated, and treat others, with dignity and respect. All staff should take the time to ensure they understand what types of behaviour are unacceptable under the Dignity at Work Policy.

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 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.

AIM	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Increase access to the curriculum for pupils with a disability		To continue to train staff to enable them to meet the needs of children with SEND.	Audit of CPD needs including as part of appraisal process	SLT	Ongoing and as required.	Increased in access to all school activities for all pupils with SEND.
	Widnes Academy offers a differentiated curriculum for children and uses specific resources to ensure certain pupils are able to access the curriculum. We use resources tailored to the needs of individual pupils who require support to access the curriculum. The resources are provided on a needs analysis basis and, if they prove to be effective, will form part of a pupil's daily routine.	Resources used to support children's learning are effective and promote independence whenever appropriate.	Teachers are aware of relevant information and best use is made of specialist resources that pupils require to access the curriculum.	SLT	Ongoing and as required.	Increased access to the National Curriculum / EYFS for all pupils. Increased access to the curriculum in the DSP – 'Curriculum around the Pupil'.
	Curriculum progress is tracked for all pupils.	Ensure that curriculum planning reflects an adaptable and flexible approach to the teaching and learning of all subjects.	Regular analysis of data to monitor progress and attainment of pupils with a disability.	SLT		
	Targets are set effectively and are appropriate for individual pupils with additional needs.		Monitoring of planning to ensure children's needs are being met.	SLT/Class Teachers		

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • All entrances and exits are accessible • Lift available • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Improve signage and external access for visually impaired people.</p> <p>To ensure accessibility of access to IT equipment.</p> <p>All disabled pupils, staff and visitors can be safely evacuated.</p> <p>To ensure that the school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.</p>	<p>Ensure external steps are highlighted in yellow /non slip paint. White strips are fitted to all stairs.</p> <p>Use of IT resources (adapted) too improve access for disabled pupils (VI/HI)</p> <p>Consider and plan for evacuation of disabled people. Make sure all areas of school have wheelchair access.</p> <p>Be aware of access needs for pupils, staff, governors, parents and carers and meet as appropriate (including during the recruitment process to ensure needs are met).</p>	<p>Site manager</p> <p>SLT alongside Sensory Impairment Service</p> <p>SLT</p> <p>SLT, Admin staff</p>	Ongoing.	<p>Improved access to all areas of the school environment for people with disabilities.</p> <p>School is aware of access needs and the necessary requirements/adjustments.</p>
---	--	---	---	--	----------	--