Witham St Hughs Academy

Accessibility Plan

Policy/Procedure management log

Document name	Accessibility Plan
Trust approval	January 2026
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Date of review	**January 2027**

Contents

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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 academy 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 XXXX academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Witham St Hughs Academy, we are committed to providing a safe, inclusive and ambitious learning environment where every child is valued, respected and supported to achieve their very best. We treat all pupils fairly and with dignity, ensuring equality of access, opportunity and outcomes for all, without discrimination.

We are committed to advancing equality of opportunity for all members of our school community, including pupils, staff, parents and carers, regardless of race, gender, disability, special educational need, faith or belief, sexual orientation, gender identity, or socio-economic background. Our approach reflects our belief that inclusion, equity and high expectations are fundamental to educational excellence.

We actively foster a culture of belonging and diversity in which differences are recognised as strengths. All members of our community are encouraged to feel proud of their identity, confident in their voice, and able to participate fully in every aspect of school life.

Pupil achievement, progress, attendance and wellbeing are monitored carefully, including through analysis by key characteristics such as race, gender and disability. This information is used purposefully to identify and remove barriers to learning, inform adaptive teaching, and ensure that support is timely, targeted and effective. Our curriculum, teaching and wider provision are designed to meet the needs of all learners and enable every child to succeed.

We are proactive in preventing and addressing discrimination, prejudice and bullying in all forms. This includes explicitly challenging stereotypes, promoting respectful relationships, and modelling inclusive values through our curriculum, policies and daily practice. High standards of behaviour, mutual respect and positive relationships underpin everything we do.

At Witham St Hughs Academy, we believe that diversity enriches our community and strengthens learning for all. By working together, we strive to make a meaningful difference — ensuring every child, every day is supported, included and empowered to thrive.

The plan will be made available online on the school website, and paper copies are available upon request.

Our academy 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 academy'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.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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 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 and under the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure the school curriculum is fully accessible to all pupils including those with a disability	*Our school offers an adapted curriculum for 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.* *Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays Specialist agencies visit regularly*	**Short term** To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENCO	Sept/Oct [YEAR]	Appropriate procedures/resources are in place
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
		To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Engagement and involvement

	to support staff & pupils e.g. OTs, EdPsy, Diabetes Nurse				
		To pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		Medium Term To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.	SENCo	Termly	Termly report indicate progress

		To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENCo/Head teacher	Ongoing	Variety of planned activities that reflect the needs of pupils
		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body		
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height* • *Door entry system*	**Short-term objective** To review the accessibility of the physical environment and implement any necessary reasonable adjustments to ensure that pupils with disabilities can move safely and independently around the school. This will include maintaining compliant corridor widths, clearly marked disabled parking bays, accessible toilets and changing facilities, wheelchair-accessible library shelving, and an inclusive door entry system.	Carry out an annual accessibility audit of the school site to identify any barriers to access for pupils with disabilities and additional needs. Consult with pupils, , staff and relevant professionals to ensure adaptations reflect current and emerging needs. Implement reasonable adjustments promptly, including maintaining clear corridor widths, ensuring disabled parking bays are clearly marked and accessible, and	Head teacher and Office manger	Ongoing	All pupils can access, move around and use the school's facilities safely, independently and with dignity, with no identified physical barriers to participation in learning or wider school life

		Long-term objective To embed accessibility into the ongoing development and maintenance of the school site so that the physical environment consistently meets the evolving needs of all pupils. This will ensure sustained, equitable access to all areas of the school, promote independence and dignity, and support full participation in learning and wider school life for every child, every day.	keeping disabled toilets and changing facilities fully operationa			
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Reduce cognitive overload*	**Short-term objective** To review and strengthen communication methods so that key information is accessible to pupils with disabilities, including the use of clear internal signage, large-print resources, and strategies that reduce cognitive overload. **Long-term objective**	Audit current communication methods to identify any barriers to accessibility for pupils with disabilities. Ensure clear, consistent internal signage is in place across the school, using accessible fonts, symbols and layouts. Provide information and learning resources in accessible formats, including large print, where required. Support	Headteacher, SLT and SENCI	Ongoing	All pupils with disabilities can access, understand and use school information independently because it is presented in clear, accessible and inclusive formats.

		To embed inclusive communication practices across the school so that information is consistently presented in accessible, flexible and pupil-centred ways, enabling all pupils to understand, engage and participate fully in learning and school life.	staff to reduce cognitive overload by using clear instructions, chunked information and visual supports. Review and adapt communication methods regularly in response to pupil need and feedback.			
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	*Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programmes of study*	**Short-term objective** To review and implement effective Health Care Plans and risk assessments, informed by specialist advice where appropriate, so that reasonable adjustments are in place to support pupils with disabilities to access learning and school activities safely. **Long-term objective** To embed a consistent, proactive approach where Health Care Plans, risk assessments, EHCPs and specialist guidance are used collaboratively to remove barriers, personalise provision and	Review and update all Health Care Plans and risk assessments in consultation with parents/carers, pupils and relevant specialist professionals. Use information from EHCPs, medical advice and specialist guidance to inform individual programmes of study and reasonable adjustments. Ensure staff are informed and trained to implement agreed plans consistently so pupils with disabilities can access learning and school activities safely and confidently.	Senco	ongoing	**Success criteria** Pupils with disabilities are able to access learning and wider school opportunities safely and fully because individual plans and risk assessments are timely, effective and consistently implemented.

		enable pupils with disabilities to participate fully and confidently in all aspects of school life.				
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning	*Support for individuals and their personalised needs identified in teachers planning*	**Short-term objective** To ensure all staff are aware of the Accessibility Plan and understand how to apply it effectively within teaching, learning and classroom practice. **Long-term objective** To embed accessibility and inclusive practice into curriculum planning and delivery so that personalised support is consistently reflected in teaching and learning and barriers to participation are routinely removed. .	Share and review the Accessibility Plan with all staff and provide guidance on how it should inform teaching, learning and planning. Support teachers to identify and plan for individual needs, including reasonable adjustments and personalised strategies, within lesson planning. Monitor classroom practice and planning to ensure accessibility principles are being applied consistently and effectively.	Headteacher	Ongoing	Teaching and learning consistently reflect the Accessibility Plan, with personalised support evident in planning and classroom practice, enabling all pupils to access learning and make progress

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 [Academy Governing Body].

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy

List any other linked policies that the school has here.

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Appendix 2: Accessibility plan checklist

This checklist is based on the DfE's advice on the Equality Act 2010.

WHAT TO COVER	TIPS
☐ Your accessibility plan must set out how your academy aims to: • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils	An audit could help you to identify potential barriers to access and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
☐ Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?
☐ Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
☐ Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?