Windsor Academy Trust

Policy: Accessibility Policy and Plan	
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Accessibility Policy (and Plan)

1. Introduction

1.1 The Accessibility Policy and Plan is a statutory document, as outlined in the Department for Education's guidance on statutory policies for schools. The policy/plan must be reviewed every three years.

1.2 WAT is committed to treating its pupils and students fairly and with respect. This involves providing access and opportunities for all pupils and students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1.3 **Windsor Academy Trust (WAT) is committed to**:-

- Providing inspirational and exciting learning environments that enable full curriculum access, where all children and young people can develop an enthusiasm for life-long learning and which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the Trust.

- Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.

1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. Assurance that WAT and our schools comply with the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) will be provided periodically to the People & Culture Committee in order to ensure compliance with that duty.

1.5 This policy has been developed in consultation with our individual academies, staff members and Directors.

2. Legislation and guidance

2.1 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.

2.2 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.

2.3 Academies are required to make 'reasonable adjustments' for pupils and students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil and student faces in comparison with non-disabled pupils and students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

3. Purpose of the Accessibility Plan

3.1 Each academy is required to develop an Accessibility Plan. The purpose of the Accessibility Plan is to:

- Increase the extent to which disabled pupils and students can participate in the curriculum.
- Improve the physical environment of the academy to enable disabled pupils and students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils and students.
- Remove barriers to learning and participation through proactive planning and provision
- Foster a culture of inclusion, where all pupils and students are treated with dignity and respect
- Ensure equal access to all aspects of school life, including extracurricular activities, school trips and assemblies
- Collaborate with parents, carers and external agencies to provide tailored support for pupils and students with specific needs
- Develop staff understanding to respond to a range of access needs through training and Continued Professional Development (CPD)

3.2 The Accessibility Plan will be used to inform other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:

- Increase access to the curriculum for pupils and students with a disability, expanding the **curriculum** as necessary to ensure that pupils and students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school's visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils and students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital

technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case by case basis.

- Improve the accessibility of **written information** to students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Roles and Responsibilities

Achieving accessibility is a shared responsibility. Key roles include:

- **Headteacher** - Leads the strategic vision for inclusion and ensures this policy is implemented effectively across the school. Oversees training, resource allocation and communication with stakeholders.

- **Special Educational Needs and/or Disability Coordinator (SENDCO)** - Plays a central role in assessing pupil and student needs, coordinating support services and liaising with staff, parents and external agencies. Ensures that EHCPs (Education, Health and Care Plans) or equivalent documents are implemented and reviewed.

- **Teachers and Support Staff** - Responsible for planning and delivering accessible lessons and identifying potential barriers to participation. All staff are expected to promote an inclusive ethos and seek support when needed.

- **Parents and Carers** - Provide valuable insight into their child's needs and work collaboratively with the academy to identify effective support strategies.

- **Pupils and Students -** Are encouraged to express their views about what works well and where improvements can be made. Their voice is central to creating an inclusive academy environment

5. Links with other policies

5.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils and Students with Medical Conditions Policy

6. Monitoring and Review arrangements

6.1 This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The school's Accessibility Plan will be approved and monitored by the Headteacher and Senior Leadership Team.

Monitoring is carried out through:

- Feedback from pupils and students, parents and staff.

- Analysis of pupil and student progress and participation data.
- Review of complaints or incidents related to accessibility.
- Reports to committees.

Where necessary, updates are made in consultation with stakeholders, including parents/carers and pupils and students with disabilities.

Colley Lane Primary Academy 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 academy'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
Increase access to the curriculum for pupils/students with a disability	• CLPA offers an adapted curriculum for all pupils. • Curriculum progress is tracked for all pupils, including those with a disability. • Aspirational and appropriate targets are set for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. • Expectations are high to ensure achievement of all pupils.	• To ensure that all policies reflect inclusive practice and procedure and comply with the Equality Act 2010. • To establish and maintain relationships with parents. • To liaise with external agencies as needed. • At least termly review of IPMs by teacher and SENCO to ensure targets are relevant and required support is in place.	• Review policies and revise them yearly or as needed. • To ensure collaboration with parents and teachers when providing additional or different provisions. • o collaborate clearly with external agencies to ensure pupils needs are met. • Interventions in place, quality assured and tracked across school.	• SENCO • SLT • Teaching staff	31/07/26	• All policies are up to date and reflect an inclusive practice. • Clear collaborative meetings with teachers, parents and external agencies take place. • Progress of all pupils is tracked and reviewed with IPMs updated half termly and actions put in place for interventions to ensure all children make progress

	• Teachers work with the SENCO to ensure that barriers to learning are identified and support is in place to ensure Participation of all pupils. • Teachers have a good understanding of the needs and disabilities of children in our school and ensure their planning and delivery of lessons is inclusive, varied and adapted to meet the needs of all learners.					
Improve - Improve and maintain access to the physical environment access to the physical environment	• The environment is adapted to the needs of pupils as required. This includes: Lift access to the first floor, corridor width is easily accessible for wheelchair use, Disabled parking bays • Disabled toilets and changing facilities are available on both	• To ensure that all policies reflect inclusive practice and procedure and comply with the Equality Act 2010. • To ensure maintenance of the building and site to ensure the safety of all pupils.	• Pupils' needs are regularly reviewed and discussed with parents and teachers.	• SENCO • SLT • Mitie	31/06/26	• Any refurbishments are sympathetic to the needs of pupils and accessibility of the site is always maintained

	floors and a changing bed is situated in the hygiene room ● Library shelves at wheelchair-accessible height ● Evacuation chair ● Personal Emergency Evacuation Plans (PEEPs) are in place for identified pupils ● Risk assessments and care plans are in place where required					
Improve the delivery of information to pupils with a disability information to pupils with a disability	Our academy uses a range of communication methods to ensure information is accessible. This includes: Internal signage, Large print resources, Braille, Induction loops, Pictorial or symbolic representations	● Ensure that reasonable adjustments are made for parents with a disability, medical condition in order for them to fully support their child's education.	● To create and offer information in alternative formats where requested. ● Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments.	● SLT ● Professional Services	31/07/26	● Evidence of alternative methods of communication ● Evidence that appropriate adjustments have been made so that parents can support their child