



Accessibility Plan Policy

2026 - 2027

DOCUMENT:	Accessibility Plan Policy
Approved by:	Headteacher
Approval Date:	September 2026
Review Date:	September 2027
Version No:	3
Review Timetable:	Annually
Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	Increase the extent to which disabled students can participate in the curriculum. Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided. Improve the availability of accessible information to disabled students
Implementation:	The procedures will be accessed via the THS Policies team
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

Contents Page

Section	Content	Page
1.0	Aims	3
2.0	Legislation and Guidance	3
3.0	Action Plan	5
4.0	Links with Other Policies	9
Appendix 1	Accessibility Audit	10
Appendix 2	Abbreviations	12

1.0 Introduction

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students 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 Trust'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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, students.

2.0 Legislation and Statutory Responsibilities

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled

students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.0 Action Plan

Aim	Current Good Practice	Objectives	Person Responsible	Time Scale and Accountability
Increase access to the curriculum for students with a disability	• Our school offers a curriculum which is accessible and can be adapted for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students on their individual pathway • The curriculum is reviewed to make sure it meets the needs of all students • Targets are set effectively in Individual Learning Plans and Annual Reviews for students with an EHCP. • To continue to train staff to enable them to meet the needs of students with a wide range of SEND	Students can access the curriculum to meet their needs. Where additional support is needed this will be identified and implemented. Students make rapid and sustained progress in the short and long term. Destination data supports long term development. Staff receive the appropriate training to support students with additional needs. The SEN department reviews the support to check it matches need. They will identify and provide any additional resources/equipment needed. EHCP's (Education Health Care Plans) are identified, supported, followed and reviewed Students can access quality first teaching that meets their needs.	Middle and Senior Leaders SENDCo's	Half Termly curriculum review groups Line management each half term

Aim	Current Good Practice	Objectives	Person Responsible	Time Scale and Accountability
	• To ensure that all students are able to access out-of-school activities. • To meet the needs of individuals during statutory end of KeyStage assessments/exams.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Barriers to learning will be reduced or removed, enabling children to achieve their full potential. Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. (where appropriate access arrangements) will be applied for as needed.	Delta Bespoke checks Assessment co-ordinator, subject leads and SENDCOs	
Improve and maintain access to the physical environment	The environment is adapted to the needs of students and staff as required. This includes: • Ramps • Corridor width • Door width • Disabled parking bays • Disabled toilets and changing facilities • Accessible height door handles	Most students can access all areas of each of the campuses. Designated disabled parking is available at all campuses. Clear signage that directs students, staff and visitors at each campus. Pathways and steps are free from hazards and are maintained as part of a routine maintenance programme. When redecorating corridors and doors must ensure a high contrast between walls and doors to improve the environment for the visually Impaired.	Middle and Senior Leaderships teams Facilities Team	Premises meetings every other week. Health and Safety agenda item at SLT meetings.

Aim	Current Good Practice	Objectives	Person Responsible	Time Scale and Accountability
		Toilets within The Bridge, The Lighthouse, The Vista campuses are non-gender to support non-binary students. Ensure that dropped kerbs are not parked over to keep access ways clear for all pupils and staff		
Improve the delivery of information to students/parents/carers with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Coloured paper • Print to text • Pictorial or symbolic representations (Widget PECS) • Translation for anyone with EAL • ILP includes students' preferred pronouns Parents and carers receive regular communication through: • Phone calls. • Arbor • Messages • Letters • Emails • Newsletters	The induction identifies any additional needs, including information from previous educational establishments. All parents/carers are invited into the school for a minimum of 2 occasions. Verbal communication is supported by written reports each year focusing on student progress, successes and next steps in learning. Additional communication methods are available to support students/parents and staff. To ensure all student, parents and other members of the school community can access information. To ensure that parents/carers who are unable to attend a parent/carer meeting at school because of a disability can access the meeting via alternative means.	All staff	Ongoing

Aim	Current Good Practice	Objectives	Person Responsible	Time Scale and Accountability
	School website			

4.0 Links to Other Policies

This policy links to the following policies:

- Complaints
- Health and Safety
- Safeguarding and Child Protection
- Special Educational Needs and Disability Policy
- Supporting Students with Medical Conditions
- Teaching and Learning Policy

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person Responsible	Date for Completion
Number of storeys	➤ The Lighthouse (1 storey) ➤ The Vista (1 storey steps to hubs) ➤ The Bay (2 storeys) ➤ The Lighthouse – The Compass @ (1 storey) ➤ The Sports Hall (1 storey, 2 to plant room) ➤ The Bridge (1 storey) ➤ The Lighthouse – The Cove (2 storeys)	Wheel chair access to The Hubs via the playground at The Vista Campus.	Site Manager	
Corridor access	All premises have wide corridors that are clutter free.		Site Manager NHS site team	
Parking bays	All campuses have designated disabled parking bays	No other vehicles to be parked in these spaces	Site Manager Campus SLT	
Entrances	All entrances are clear and access is not a hindrance.	No actions.		

Ramps	Ramps at The Sports Hall and back door at the Bay.	The slope is maintained to support access.	Site Manager	
Toilets	Toilets are non-gender-specific to support all students/staff There are disabled toilets/shower areas and changing rooms on the ground floors.	Maintenance of all these room and to be clutter free.	Site Manager	
Reception area	Reception areas are clear. Staff are available at all times to support individuals. Campus Admin provide visitors with information: • Health and safety • Safeguarding information • Regulation support for students • Positive language script	No actions.	All Staff Campus Admin	
Emergency escape routes	All emergency doors and fire escapes are signposted. All escape areas are clear of clutter and could be accessed at all times.	Corridors are to remain clutter free	All Staff	

Appendix 2 - Abbreviations

EHCP:	Education Health and Care Plan
HSE:	Health and Safety Executive
IHP:	Individual Health Plan
ILP:	Individual Learning Plan