



ACCESSIBILITY PLAN Policy

Approved by:	Resources Committee	Date: 7 th May 2024
Last reviewed on:	May 2019	
Next review due by:	May 2027	

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

At Wentworth, our aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

- The Accessibility 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	GOOD PRACTICE	SUCCESS CRITERIA	LEAD PERSON	TIMESCALE	REVIEW
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Wentworth school offers a differentiated 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 • Learning priorities are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed continuously to make sure it meets the needs of all pupils 	<p>Curriculum outcomes for all children are reviewed on a termly basis.</p>	<p>Headteacher</p>	<p>Annual Academic Year</p>	<p>Termly Curriculum Committee</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Children’s resources at wheelchair-accessible height 	<p>An audit is carried out to review children’s room scapes.</p> <p>Ramps are arranged in areas that require stepping up or into spaces for children.</p> <p>Mobile storage furniture in children’s learning environment that allow wider pathways.</p>	<p>SENCO</p>	<p>Academic Year 2024 - 2027</p>	<p>Autumn Term Annually</p>

AIM	GOOD PRACTICE	SUCCESS CRITERIA	LEAD PERSON	TIMESCALE	REVIEW
<p>Improve use of multi-communication approach for all children, particularly children with Special Educational Needs and Disabilities.</p>	<p>Wentworth uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Consistent use of objects of reference • Communication exchange strategies • Makaton sign language, including gestures and pictorial or symbolic representations • Large print resources • Braille (when appropriate) 	<p>InPrint Widget Software are installed on staff's desktop computers.</p> <p>Staff widely using objects of reference throughout the day.</p> <p>Staff widely using large print vocabulary, visuals and timetables using software InPrint Communication.</p>	<p>Assistant Headteacher</p>	<p>Summer 2024</p>	<p>Resources Committee Autumn 2024</p>
<p>Deliver CPD programme to ensure all teaching staff are knowledgeable relating to the needs of pupils and adults with disabilities and strategies to support them</p>	<p>Wenworth reviews the needs using information gained from MAP meetings, which is then cascaded to the rest of the teaching staff.</p> <p>Headteacher and SEND team develop a whole school approach which is aligned to the SCCIP.</p> <p>Regular CPD provided by external agencies such as SaLT and Educational Psychologists.</p> <p>Wenworth follows ShREC approach is a recognised best practice strategy.</p>	<p>Regular monitoring demonstrates staff are imbedding strategies gained form information shared and training opportunities.</p> <p>A well-planned sequenced curriculum enables all children to make progress in all areas of learning.</p>	<p>Assistant Headteacher & SENCO</p>	<p>Ongoing</p>	<p>Headteacher</p>

AIM	GOOD PRACTICE	SUCCESS CRITERIA	LEAD PERSON	TIMESCALE	REVIEW
<p>Support for families who may require additional support</p>	<p>At Wentworth we place a high value in developing strong relationships with our families. This enables parents and cares to approach staff to request support in key areas that relate to their children.</p> <p>We ensure to give additional time to some families who may require support in understanding key information. We also sign post them to Wentworth Children’s Centre who may be able to provide further support.</p> <p>We use staff to translate during meetings or translate letters/information.</p> <p>A translate button is a feature on the Wentworth website.</p> <p>Use google translate where necessary.</p>	<p>All parents will be informed about their children’s development, health and wellbeing.</p> <p>Parents are able to share information or raise concerns without any barriers.</p>	<p>Ongoing</p>	<p>Headteacher, SENCO or Learning Support Assistant to support when needed.</p>	<p>Headteacher</p>
<p>Establish clear staffing structure that includes the SENCo role.</p>	<p>At Wentworth we firmly believe the role of the SENCO should be a senior leader position.</p> <ul style="list-style-type: none"> • SENCO is an active participant in shaping the SCCIP focusing on outcomes for children with SEND needs. • SENCO attends regular and relevant training. • SENCO works closely with external professionals to maximise meeting children’s needs. 	<p>SENCo role is included within new staffing structure but not within the remit of the HT.</p> <p>SENCO is assigned to relevant training opportunities within the first three years of taking up the role.</p>	<p>Headteacher</p>	<p>2024 - 2027</p>	<p>May 2025</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 reviewed by the Resources Committee and the headteacher.

It will be approved by Resources Committee.

5. LINKS WITH OTHER POLICIES

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

- [Health and Safety Policy](#)
- [Equality Policy](#)
- [Medical Policy](#)
- Special Educational Needs Summative Report
- SEND Policy