DRAFT

Wavendon Gate School

Accessibility Policy and Plan

Date of last review:	November 2026
Date of next review:	November 2029
Type of policy:	Statutory/WGS
Frequency of review:	3 year
Governor committee:	Business Committee

1. Introduction and purpose

Wavendon Gate School is committed to being an inclusive school in which disabled pupils are welcomed, valued and enabled to participate as fully as possible in learning and in the wider life of the school. We have high ambitions for disabled pupils and seek to identify and remove barriers to their participation, progress, independence and wellbeing.

This policy and plan sets out how the school will improve accessibility over time. It covers the three areas required by Schedule 10 of the Equality Act 2010: increasing disabled pupils' participation in the curriculum; improving the physical environment; and improving the delivery of information to disabled pupils.

The plan is a working document. The Governing Board will ensure that it is implemented, kept under review throughout the plan period and revised where necessary. The school will have regard to the resources needed to deliver the actions.

2. Legal framework and duties

This policy is informed by the Equality Act 2010, including Schedule 10 (Accessibility for disabled pupils), and the school's wider duties under the Act. The school will not discriminate against disabled pupils and will consider and make reasonable adjustments where required. Accessibility planning complements, but does not replace, the duty to make reasonable adjustments for individual pupils.

The Equality Act defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. A pupil does not need to have a particular diagnosis or an Education, Health and Care plan to be considered under the Act. Disability and special educational needs are related but distinct: some disabled pupils may not have SEN, and not all pupils with SEN will meet the Equality Act definition of disability. The school will consider each pupil's individual circumstances and the legal definition rather than relying solely on labels or categories.

The school also has regard to the Public Sector Equality Duty, including the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. This policy should be read alongside the school's Equality Policy and objectives, SEND Policy and Information Report, Behaviour Policy, Safeguarding and Child Protection Policy, Health and Safety arrangements, Educational Visits procedures and other relevant policies.

3. Aims and principles

- To increase the extent to which disabled pupils can participate in a broad, balanced and ambitious curriculum, including practical subjects and wider enrichment.
- To improve the physical environment so that disabled pupils can access education, facilities, services and the wider life of the school as independently and safely as possible.
- To provide information to disabled pupils in formats and within timescales that take account of their needs and, where appropriate, their preferences and those of their parents or carers.
- To identify barriers early, plan appropriate adjustments and review whether those adjustments are effective.
- To involve pupils, parents and carers, staff and specialist professionals in identifying needs and shaping effective provision.
- To develop staff knowledge and confidence in inclusive practice and accessibility.
- To use monitoring, pupil voice and review to evaluate impact and inform future priorities.

DRAFT

4. Scope and definition

The policy applies to disabled pupils and, where relevant to accessibility arrangements, to parents, carers, staff and visitors. The statutory accessibility plan is specifically concerned with disabled pupils. Actions for adults are included where they support the school's wider commitment to an accessible and inclusive community.
The school recognises that needs may be permanent, fluctuating, newly identified or temporary. Accessibility arrangements will be considered individually and reviewed when a pupil's needs, circumstances, curriculum or the school environment changes.

5. Identifying needs and involving pupils and families

The school will work with pupils and their parents or carers to understand the barriers a pupil may experience and the adjustments or formats that are most helpful. Where appropriate, the school will seek advice from health professionals, specialist teachers, therapists, the local authority and other relevant agencies.
Information will be handled sensitively and shared with staff who need it to support the pupil. Individual access arrangements, risk assessments, healthcare plans or other support plans will be used where appropriate. The accessibility plan does not replace these individual arrangements.

6. Roles and responsibilities

Role	Responsibility
Governing Board / Business Committee	Approve the policy and plan; maintain strategic oversight; monitor implementation and impact; consider whether adequate resources are allocated; review progress at least annually.
Headteacher	Provide overall leadership and accountability; ensure the plan is implemented; coordinate accessibility for parents, carers, staff and visitors; report progress to governors.
SENCo	Lead day-to-day coordination of measures to improve disabled pupils' access; work with staff, families and external professionals; advise on reasonable adjustments and monitor their effectiveness.
Inclusion and Pastoral Lead	Work alongside the SENCo to identify barriers affecting participation, engagement and wellbeing; contribute pupil and family voice and monitor access to wider school life.
School Business Manager / Site Manager	Support premises and resource planning; coordinate or contribute to accessibility and health and safety checks; identify and escalate physical access issues.
All staff	Know and implement relevant adjustments; use accessible teaching, resources and communication; report barriers and contribute to reviews.

7. Monitoring, evaluation and review

- The plan will be reviewed at least annually by the Headteacher, SENCo and relevant leaders, with progress reported to the Business Committee.
- The Governing Board will review whether actions have been completed, whether they have improved access and participation, and whether further action or resources are required.

- Evidence may include accessibility and site audits, individual pupil reviews, pupil and parent voice, participation records for trips and enrichment, curriculum monitoring, lesson visits, work scrutiny, staff training records and feedback from relevant professionals.
- The school will revise the plan where needs, circumstances, premises, provision or legislation change. The plan will not be left unchanged until the end of the three-year period if a review identifies a need to act sooner.
- The current plan period is November 2026 to November 2029. The next full review and replacement plan will be due by November 2029, with annual monitoring in the intervening years.

8. Publication and accessibility of this policy

The policy and plan will be published on the school website. A paper copy can be requested from the school office. The school will consider requests for the policy or other school information in an alternative format or through an appropriate communication method, taking account of the individual's needs and preferences.

9. Accessibility Plan 2026–2029

The actions below set out the school's planned work over the three-year period. Actions are reviewed annually and may be brought forward, adapted or supplemented in response to individual pupils' needs, audit findings or changes in the school environment. Individual reasonable adjustments will be made when required and will not be delayed until a scheduled plan review.

10.CROSS REFERENCE TO OTHER SCHOOL POLICIES

Wavendon Gate School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Curriculum policy
- Equality policy
- Health and Safety policy
- Guidance for Off Site Visits and Related Activities
- Special Educational Needs policy

11.Monitoring

This policy will be monitored and updated every three years by the business committee.

Date policy agreed:

Date Agreed:	
Signed:	
Review Date:	November 2029

DRAFT

Disability and Accessibility Plan

Strand 1: Increasing disabled pupils' participation in the curriculum

Priority	Actions	Intended impact / success indicators	Timescale	Lead responsibility	Evidence and monitoring
1.1 Inclusive teaching and curriculum access	Identify barriers to accessing subjects and adapt teaching approaches, task design, resources, equipment, grouping, pace and assessment where needed. Ensure adaptations retain ambition and support meaningful participation.	Disabled pupils can access a broad, balanced and ambitious curriculum and take part in learning alongside their peers wherever appropriate. Adjustments are purposeful and reviewed for effectiveness.	Ongoing; review termly and at annual plan review.	SENCo; subject leaders; class teachers.	Planning and provision reviews; learning walks; pupil voice; work scrutiny; individual reviews.
1.2 Practical and specialist subjects	Review access to PE, sport, music, art, design technology, computing, science and other practical learning. Consider suitable equipment, adapted activities, accessible spaces and specialist advice.	Barriers in practical subjects are identified and addressed; disabled pupils participate meaningfully in all curriculum areas.	Audit during 2026–27; actions prioritised and reviewed annually.	SENCo; subject leaders; PE lead; class teachers.	Subject reviews; lesson visits; pupil feedback; records of adjustments.
1.3 Trips, visits and enrichment	Consider accessibility at the planning stage for educational visits, residential opportunities, clubs, performances, competitions, sports and other enrichment. Consult families and pupils; make reasonable adjustments and consider alternatives only where necessary.	Disabled pupils have equitable opportunities to participate in the wider life of the school. Barriers are anticipated and addressed rather than becoming a reason for exclusion.	For every activity; participation reviewed termly.	Educational Visits Coordinator; SENCo; Inclusion and Pastoral Lead; activity leaders.	Participation records; visit planning and risk assessments; pupil and parent feedback.
1.4 Staff knowledge and professional development	Provide relevant training, guidance and access to specialist advice so staff understand disability, reasonable adjustments, inclusive teaching and the needs of individual pupils. Share effective strategies through staff development, coaching and professional dialogue.	Staff are confident in identifying barriers and adapting teaching, resources and routines. Effective strategies are used consistently by relevant staff.	Training needs reviewed annually; provision ongoing.	Headteacher; SENCo; Inclusion and Pastoral Lead.	Training records; staff feedback; learning walks; review of pupil outcomes.
1.5 Individual access arrangements and resources	Work with pupils, parents and relevant professionals to identify, record and review individual access arrangements, assistive resources, communication aids, sensory or movement needs and other adjustments.	Appropriate adjustments and resources are available when needed and enable pupils to participate with increasing confidence and independence.	As needs arise; review at least termly or when circumstances change.	SENCo; class teachers; relevant professionals.	Individual plans and review records; pupil/parent feedback; checks that resources are available and used.

1.6 Monitor participation, engagement and progress	Use assessment, observation, pupil voice and participation information to consider whether disabled pupils are accessing learning and wider opportunities. Examine patterns and take action where barriers or gaps are identified. Do not rely on progress data alone as a measure of access.	Leaders can explain what is working, identify any remaining barriers and demonstrate how actions improve pupils' access, engagement and participation.	Termly monitoring; annual evaluation.	SENCo; Inclusion and Pastoral Lead; Leadership Team.	Termly review; curriculum monitoring; pupil voice; participation records; governor report.

Strand 2: Improving the physical environment

Priority	Actions	Intended impact / success indicators	Timescale	Lead responsibility	Evidence and monitoring
2.1 Review physical accessibility	Include accessibility considerations within site and health and safety checks. Review routes into and around the building, classrooms, shared spaces, toilets, dining areas, halls, playgrounds and outdoor learning areas. Consider access, lighting, signage, acoustics, colour contrast and safe movement.	Barriers in the physical environment are identified, recorded and prioritised. Pupils can access relevant areas and facilities as safely and independently as possible.	Baseline review during 2026–27; thereafter at least annually and when needs or premises change.	Headteacher; School Business Manager; Site Manager; Health and Safety Governor; SENCo.	Site/accessibility audit; health and safety records; action log; governor monitoring.
2.2 Respond to individual access needs	When a pupil joins the school or their needs change, assess the suitability of the environment and agree any necessary adjustments, equipment, access arrangements or risk management measures with the pupil, family and relevant professionals.	Individual barriers are addressed promptly and pupils can access learning and school facilities safely and with dignity.	As required; review when needs or environment change.	SENCo; Headteacher; Site Manager; relevant professionals.	Individual access plans; risk assessments; parent/pupil feedback; review records.
2.3 Maintain and improve access facilities	Check the condition and usability of existing access facilities, including designated disabled parking and the accessible toilet provision identified by the school. Ensure routes and facilities are kept clear, maintained and available for their intended use.	Existing access facilities remain usable and fit for purpose; faults or obstructions are reported and addressed.	Routine checks; maintenance as required; annual review.	School Business Manager; Site Manager; Headteacher.	Premises checks; maintenance records; site audit.
2.4 Plan improvements and allocate resources	Use audit findings, pupil needs and planned premises work to identify improvements. Consider accessibility when	Accessibility is considered proactively in premises and purchasing decisions. Agreed improvements	Annual budget and premises planning cycle;	Headteacher; School Business Manager; Governing	Premises plan; budget discussions; completed

Priority	Actions	Intended impact / success indicators	Timescale	Lead responsibility	Evidence and monitoring
	purchasing equipment, refurbishing spaces or making changes to the site. Prioritise actions according to need, feasibility and available resources.	are costed, prioritised and progressed.	throughout plan period.	Board / Business Committee.	works; governor minutes.
2.5 Access to school events and services	Ask parents and carers about access requirements when arranging meetings, information evenings, open events and other school activities. Make reasonable arrangements to enable participation.	Disabled pupils and, where relevant, disabled parents and carers can access school events and services without avoidable barriers.	For each event; reviewed annually.	Headteacher; School Business Manager; event organisers.	Event arrangements; requests and responses; feedback.

Strand 3: Improving the delivery of information to disabled pupils

Priority	Actions	Intended impact / success indicators	Timescale	Lead responsibility	Evidence and monitoring
3.1 Accessible learning materials	Provide or adapt learning materials in a format appropriate to the pupil's needs. Consider font size and type, layout, spacing, contrast, visual supports, symbols, simplified or chunked text, audio, digital formats and assistive technology where appropriate.	Disabled pupils can access information needed for learning in a timely and usable format.	Ongoing; reviewed as needs change.	SENCo; class teachers; subject leaders.	Planning and resource checks; pupil voice; individual reviews.
3.2 Communication preferences	Ask pupils and, where appropriate, parents or carers about communication and information preferences. Liaise with relevant professionals where specialist formats or equipment are needed.	The format and method of communication take account of the pupil's disability and expressed preferences, as appropriate.	At identification/admission and when needs change.	SENCo; class teachers; Inclusion and Pastoral Lead.	Individual plans; consultation records; pupil/parent feedback.
3.3 Assistive technology and alternative methods	Consider the use of ICT, audio, accessible digital resources, communication aids and alternative ways for pupils to receive, record or	Pupils can access, understand and communicate information using methods that support their participation and independence.	Ongoing; review termly where used as an individual adjustment.	SENCo; class teachers; relevant professionals.	Use and availability of resources; pupil voice; review records.

Priority	Actions	Intended impact / success indicators	Timescale	Lead responsibility	Evidence and monitoring
	respond to information.				
3.4 Information for families	Respond to requests for school information in an accessible format or appropriate communication method, within a reasonable time. Consider the needs and preferences of disabled parents and carers when communicating and arranging meetings.	Parents and carers can access important information and communicate with the school effectively.	As requests arise; annual review.	Headteacher; School Business Manager; relevant staff.	Requests and response records; feedback; review of communication arrangements.
3.5 Website and published information	Maintain clear website information about the school's inclusion and accessibility arrangements, relevant support and how families can contact the school to discuss access needs. Ensure website content is presented as accessibly as reasonably possible.	Families and visitors can find clear information about accessibility and know how to request support or an alternative format.	Review annually and when information changes.	Headteacher; School Business Manager; SENCo.	Website review; feedback; updates to published information.

Strand 4: Equality, awareness and inclusive school culture

Priority	Actions	Intended impact / success indicators	Timescale	Lead responsibility	Evidence and monitoring
4.1 Promote disability equality and positive attitudes	Promote respect, inclusion and positive representation of disabled people through the curriculum, assemblies, books, resources and the school's values. Challenge discriminatory language, bullying, harassment and prejudice-related incidents in line with school procedures.	Pupils understand and demonstrate respect for difference; concerns are identified, recorded and addressed appropriately.	Throughout each academic year.	Headteacher; all staff; subject leaders.	Curriculum review; pupil voice; behaviour and incident records; governor oversight.
4.2 Wellbeing and pastoral support	Ensure that disabled pupils can access appropriate pastoral and wellbeing support. Where mental health, communication, sensory or other needs affect participation, work with	Pupils feel safe, listened to and supported; barriers to engagement and participation are addressed.	Ongoing; reviewed according to need.	Inclusion and Pastoral Lead; SENCo; Learning Mentor; safeguarding team.	Pupil and parent feedback; individual reviews; attendance and engagement information where relevant.

Priority	Actions	Intended impact / success indicators	Timescale	Lead responsibility	Evidence and monitoring
	the pupil, family and relevant professionals to identify helpful strategies.				
4.3 Equality policy and wider duties	Review the Equality Policy, equality information and objectives in line with the school's review cycle and legal duties. Ensure accessibility planning is aligned with relevant school improvement and inclusion priorities.	The school's equality and accessibility work is coherent, understood by staff and overseen by governors.	Annual check; formal review in accordance with policy cycle.	Headteacher; Governing Board.	Policy review record; published information; governor minutes.
4.4 Staff awareness and response	Ensure staff know how to raise accessibility concerns and who to contact. Share relevant information about agreed adjustments with staff who need it to support pupils.	Concerns are acted upon promptly and agreed adjustments are implemented consistently.	Induction and ongoing; reviewed annually.	Headteacher; SENCo; Inclusion and Pastoral Lead.	Staff induction/training; communication and review records.

DRAFT