



Accessibility Policy

Approved by: Penny Harris (Director)
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Date: 1st September 2026

Last reviewed on: 1st September 2025

Next review due by: 1st September 2027

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

See also:

SEN, Disability, Inclusion and Mental Health Policy

Equality and Diversity Policy

Supporting Pupils with Medical Conditions (Physical and Mental) Policy

Aim

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 the services provide
- Improve the availability of accessible information to disabled pupils

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 having a disability if they have a physical or mental impairment and the impairment has a 'substantial' and 'long-term' adverse effect on their ability to carry out 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Many pupils at our school have diagnoses which meet this criteria and this is addressed within the SEN, Disability and Inclusion policy. The purpose of this accessibility policy is to review accessibility for those who may have additional physical or other disabilities or needs.

Our school is committed to:

- working towards providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs
- treating disabled pupils no less favourably than those without a disability
- making reasonable adjustments to all policies, procedures and practices to ensure that a disabled pupil is not placed at a substantial disadvantage
- taking positive action with regard to disability embracing the spirit of the Equality Act 2010
- maintaining a culture of inclusion, support and awareness
- improving and maintaining access to the physical environment within the limitations of the physical structure of the buildings and other resources
- improving the delivery of written information to pupils, staff, parents and visitors
- maintaining an accessibility plan
- advancing equality of opportunity for all pupils

Responsibilities

The Directors will:

- prioritise funding to improve accessibility within the school.
- regularly review school policies to ensure that promoting accessibility is a key priority within the

school. The School Leader(s) will:

- maintain, implement and develop the school's accessibility plan
- raise awareness of disability through the school curriculum
- encourage a culture whereby the protected characteristics under the Equality Act are managed with tolerance and inclusion
- ensure staff maintain awareness of those pupils with disabilities and these are consistently addressed through planning and support
- on the initial visit from a prospective pupil with a disability, discuss with the pupil and parents/carers how needs and views can best be met and ascertain their preferred means of communication
- develop a reasonable alternative method of making education available if one or more physical barrier cannot be removed, altered or avoided.
- be mindful of accessibility issues for visitors and develop an alternative plan for facilitating meetings as appropriate
- develop a PEEP (Personal Emergency Evacuation Plan) for all disabled pupils in case of fire or other emergency
- liaise with the sensory support services in the local area, including their advice in the Accessibility Plan as necessary
- ensure all school physical development work is considered in terms of improving accessibility

See Appendix 1 – School Accessibility Plan

Review

In order to ensure that this policy remains relevant, if you have any comments please email directors@ontrackededucation.com

Appendix One: School Accessibility Plan

The plan below sets out our current position and the proposals to meet the needs of pupils in the following three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Current position:

- The majority of the school site is accessible for pupils with moderate physical difficulties.
- There are toilets for disabled pupils, staff or visitors.
- There is wheel chair access into the school building.
- There is contact with local sensory support guidance when required.
- Staff training requirements are regularly reviewed.
- 1:1 support from a teaching assistant is available at all times.
- Identified pupils are assessed for exam access arrangements.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers varied learning in the 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. 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.	To continue to deliver a differentiated curriculum to meet our pupil's needs, short, medium and long-term.	Curriculum design and delivery to reflect the needs of pupils.	Head teacher Assistant head teachers for curriculum, SENCO, alternative programmes, personal development and safeguarding.	Ongoing	A curriculum tailored to meet the needs of our pupils that results in successful outcomes for all.
Improve and maintain access to	The environment is adapted to the needs	Maintain suitable accessibility as the	Review accessibility & adapt as	Headteacher	Ongoing	All pupils able to access all areas of

the physical environment of the school	of pupils as required. This includes, or can include if needed: Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Multiple access points to the main building.	cohort of pupils changes	necessary	Health and safety Officer SENCO		the school as required.
To ensure the medical needs of all pupils are met within the capability of the school	Medical needs are notified to the school at point of referral. All staff complete the 'Safe Administration of Medicines' training. There are nominated persons to administer throughout the day. Further training in specific areas will be put in place as required.	All pupils medical needs are met.	Review & adapt as necessary.	School Leader(s) and trained staff	Ongoing	Needs are met in every way possible.
To ensure the needs of disabled parents, carers and visitors can be met	Ensure disabled parking spaces are kept clear. Continue to improve physical access.	Parents, carers and visitors have Full access, opportunities to contribute to the school community and information		School Leader(s) All staff	Ongoing	Full access, opportunities to contribute to the school community and information sharing for all

	Discuss needs with parents, carers and visitors and meet wherever possible. Support and advice from sensory support service. Parents/ carers that need support with written communication to be identified and information shared verbally and recorded. Likewise, parents with verbal communication to have contact in writing such as emails or texts.	sharing.				parents, carers and visitors.
Improve the delivery of information to disabled pupils and parents	We will consider, and put in place, a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations using the widget programme.	Improve the delivery of information to those with an impairment	Consider the adjustments that could be made, such as installation of an induction loop for the reception area and main hall to aid those with a hearing impairment	SLT	Dependent upon level of need and availability of funds.	All pupils, staff, parents, carers and visitors are able to access information across the school as required. Communication clear and effective.