

Accessibility Plan

Highworth Warneford School



Delegated by Governing Body to: Headteacher

Date: January 2026

Next review due by: January 2029 or sooner if necessary

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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 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. To this end, we will:

- Promote equality of opportunity between disabled persons and others
- Eliminate discrimination that is unlawful under the Disability Equality Act
- Eliminate harassment of disabled persons in any form
- Promote positive attitudes towards disabled persons, exclude any demeaning representations and provide for their full recognition within the school community
- Encourage participation of disabled persons in public life whilst respecting their wishes not to participate in activities against their will
- Take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 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.

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. Action Plan

Objective	Actions to be taken	Timescale	Monitoring/Success Criteria
Increase access to the curriculum for students with a disability Headteacher/ SENCO/ Deputy (Curriculum)	• Ensure that SEN Passports are provided for all relevant students, making sure that their views (and that of their parents) are taken into account. These are disseminated effectively and actions/reasonable adjustments taken into account by all involved e.g. adapting teaching materials. • Provide advice and training for relevant staff where specific issues arise e.g. students with hearing difficulties. • Ensure that all new curriculum decisions and policies take into account the needs to students with disabilities e.g. when deciding on a new course, consider what adjustments might need to be made. • Ensure that all students are able to access co-curricular opportunities by making reasonable adjustments where needed. • Encourage all students to take on appropriate leadership roles e.g. School Council	Ongoing	Monitor progress and behaviour of these students using reports and Class Charts. Monitor actions/adjustments to ensure they are being adhered to. Each response should be individualised to ensure the best possible response.

Improve and maintain access to the physical environment Headteacher/ Business Manager	• Manage student timetables to ensure access to rooms and specialist equipment e.g. use ground floor rooms only. • Complete risk assessments for students where specific issues arise to ensure access does not compromise their safety or well-being. • Consider other reasonable adjustments as needed and/or requested. • Ensure that all significant capital projects have due regard to the needs to students, staff and others with disabilities e.g. CIF bids	Ongoing	All access issues are dealt with as funding allows.
Improve the delivery of information to students with a disability Headteacher	• Ensure that all school information is available in alternative formats e.g. High Visibility option for the school website • Consider other approaches on a case-by-case basis	Ongoing	All requests for alternative formats are dealt with promptly

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher, who has been given delegated responsibility for this task by the Governing Body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be Taken	Person(s) Responsible	Deadline
Number of storeys	2 Storeys in the main building – no lifts are available.	Handrails on both sides of the staircases. Stair nosing to be clearly marked in a contrasting colour to help those that are visually impaired. All staircases must be well lit and of a non-slip surface.	SENCo/SM/BM	Ongoing
Corridor access	Corridors and walkways throughout the school provide access to all teaching areas. Corridors are of sufficient width to allow safe movement around the building and are regularly monitored for accessibility.	Keep corridors, walkways and floors free from clutter so that there are no obstacles for people trying to move around the school.	SENCo/SM/BM	Ongoing
Classroom accessibility	Classrooms should be arranged to allow wheelchair access and movement around furniture where possible.	Review room layouts annually and make adjustments where required.	SENCo/Teachers/SM/BM	Ongoing
Lighting	Adequate lighting should be provided throughout the school, particularly in corridors, stairways and teaching spaces.	Replace faulty lighting promptly and review lighting levels during site inspections.	SENCo/SM/BM	Ongoing
Parking bays	Adequate parking facilities should be provided.	Accessible parking bays should be clearly marked and as close to the school entrance as possible. The width of the side spaces should be considered for wheelchair users getting in and out of vehicles.	SENCo/SM/BM	Ongoing

Entrances	Obvious access to the entrance with clear signage where appropriate.	The school entrance should have a clear, wide pathway of a non-slip surface that is free from obstacles.	SENCo/SM/BM	Ongoing
Ramps	Certain areas have ramp access depending on the nature of the building	Where possible ramps must be provided where there is a change of height in the surface and they should be of a gentle slope to and from the building.	SENCo/SM/BM	Ongoing
Toilets	There are a number of accessible toilet facilities across the site.	The accessible toilet must have a door wide enough for wheelchair access, a door that is easy to open and close and a lock which can be operated easily.	SENCo/SM/BM	Ongoing
Reception area	Obvious access to the entrance with clear signage.	The reception area must be clutter free and have clear signage. If possible, there should be a lower section of desk for wheelchair users to use. Seating should be provided and there should be space for a wheelchair.	SENCo/SM/BM	Ongoing
Internal signage	Signage, where appropriate, throughout the school.	Signs should be written in plain language. The messages should be short and easy to understand.	SENCo/SM/BM	Ongoing
Fire evacuation procedures	Emergency arrangements must consider the needs of disabled students, staff and visitors.	Develop and review Personal Emergency Evacuation Plans (PEEPs) where required.	SENCo/SM/BM	Annual review
Acoustics	Learning spaces should support students with hearing impairments by reducing background noise.	Consider acoustic improvements where needed and provide assistive listening devices when appropriate.	SENCo/SM/BM	Ongoing

Accessible learning resources	Learning materials should be available in formats accessible to students with additional needs.	Provide enlarged print, coloured paper, electronic copies, audio resources or other formats as required.	SENCO / Teaching Staff	Ongoing
ICT Accessibility	School technology should be accessible to students with disabilities.	Ensure accessibility features are enabled and assistive software is available where required.	IT Manager / SENCO	Annual review
Hearing support	Students with hearing impairments should be able to access learning and communication.	Ensure staff are aware of hearing needs and maintain any specialist equipment.	SENCO	Ongoing
Visual impairment support	Students with visual impairments should be able to navigate the school safely.	Review signage, contrast markings, lighting and classroom resources regularly.	SENCo/SM/BM	Annual review
Medical needs provision	Appropriate facilities should be available for students with medical conditions.	Ensure access to medical rooms, storage for medication and care plans.	Medical Lead / SENCO	Ongoing
Dining facilities	Dining areas should be accessible to all students.	Review access routes, seating arrangements and queuing systems.	Business Manager	Annual review
Extra-curricular activities	Clubs, trips and enrichment activities should be accessible to disabled students.	Carry out risk assessments and make reasonable adjustments where necessary.	Educational Visits Coordinator	Ongoing

Communication with parents/carers	School communications should be accessible to all families.	Provide documents in alternative formats where required.	SENCO/ Administration Team	Ongoing
Staff training	Staff should understand their responsibilities regarding accessibility and inclusion.	Deliver regular SEND and accessibility awareness training.	Headteacher / SENCO	Annual review
Accessibility of school website	Website content should meet accessibility standards.	Review compliance with website accessibility requirements and update where necessary.	Website Administrator	Ongoing
Playground and outdoor areas	Outdoor spaces should be accessible and safe for all users.	Review surfaces, pathways, seating and access routes regularly.	Site Manager	Annual review

BM - Business Manager

SM – Site Manager