



### West Craven High School

<b>Policy/Procedure/Guideline:</b>	Accessibility Plan
<b>Senior Manager Responsible:</b>	Principal
<b>IEB Approval:</b>	December 2024
<b>Review date:</b>	3 years



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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 academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with students with severe and multiple learning. At West Craven High School, student achievement is celebrated in a student-centred teaching and learning environment which enables students to be as independent as possible so that they make the most of opportunities when they leave school.

The plan will be made available online on the academy 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 academy supports any available partnerships to develop and implement the plan including within the Pendle Education Trust and externally from Lancashire County Council.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, 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 students, parents, staff and governors of the school.

### 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 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.

This policy complies with our funding agreement and articles of association.



### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources, overlays, coloured books/paper, and ipads/laptops.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	Curriculum model implemented to ensure students continue to make progress towards challenging objectives.	<p>Ensure the effectiveness of the curriculum models.</p> <p>Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners.</p> <p>Recovery curriculum developed</p>	Subject Leaders	On-going



	The curriculum is reviewed to ensure it meets the needs of all students.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Physical environment reviewed annually to ensure accessible to all.</p>	There are no access issues.	Review student access to ensure a positive impact on learning.	Site Manager and Trust Site Manager	Ongoing
Improve the delivery of information to students with a disability	<p>Written information is modified to support students understanding.</p> <p>Our school uses a range of communication methods to ensure information is accessible.</p>	Senior leaders are reviewing the effectiveness of communication strategies across the school.	Complete a communication audit so that all students improve their communication skills.	SLT	Ongoing



## 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 governing committee name.

## 5. Links with other policies

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

- Risk assessment policy
- 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

