

Elizabeth Woodville School	
Policy Name:	Accessibility plan
Owner:	Headteacher
Date Ratified:	By the governing body July 2026
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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
- Elizabeth Woodville School aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our Values are:

- Ambition – setting challenging goals to work towards
- Confidence – having belief in our potential to achieve these goals
- Curiosity – demonstrating intellectual enquiry and asking questions
- Leadership – influencing others to make positive changes
- Respect – having due regard for the feelings of others and for the environment

Elizabeth Woodville School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Elizabeth Woodville School we are committed to providing a supportive learning environment in which all children can learn and flourish.

We ask families about the nature of their children's needs within our transition process at all points of entry and take all needs into account when planning all activities.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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 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.

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.

AIM	CURRENT GOOD PRACTICE	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	• Our school offers a differentiated curriculum for all pupils. • Disabled pupils have access to all aspects of the curriculum. • Depending on the pupil's needs, reasonable adjustments can be made to the PE curriculum, where particular challenges are presented. These could include additional 1:1 support from an additional adult, and/ or an adaptation to the activity or sports played. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Targets are set effectively and are appropriate for individual pupils with additional needs. • 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 make sure it meets the needs of all pupils.	Class teacher SENDCo LL SLT	Ongoing	Positive progress for all students including those with additional needs.

AIM	CURRENT GOOD PRACTICE	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Ramps ● Elevators ● Fire exits and Evac-chairs suitable for people with disabilities ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Adjustable tables in classrooms	Business Manager (H&S Lead) SENDCo Site Manager	Ongoing	Positive experiences and attendance for all students including those with physical impairments. Robust/ positive health and Safety audits
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: ● Internal signage ● Large print resources ● Braille ● Induction loops ● Pictorial or symbolic representations	SENDCo Medical Lead	Ongoing Reviewed case by case	Students with any disability are able to attend and learn without barriers

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 SENDCo.

It will be approved by the Governing Body .

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
- SEND Policy
- Supporting pupils with medical conditions policy