



Statutory Policy: Yes	Reviewed by Headteacher:	15/03/2023
Source: The Key/LZW	Approved by FGB:	21/03/2023
Policy to go on website: Yes	Review Cycle/ Next Review:	3 yearly Spring 2026

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

Our 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.

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.

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, the complaints 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 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.

All students at Lady Zia Wernher School have severe or profound learning disabilities which are lifelong and a number of students have additional physical or sensory disabilities or long term health conditions.

3. Action plan Spring 2023 – Spring 2025

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> The school is organised into 3 departments; the departments provide a relevant and differentiated curriculum offer to meet the needs of their pupils. Within each department there are 3 categories of classes; PMLD, SLD and those whose learning barriers generally relate to autism. Learning is differentiated within each class to address individual needs. Most pupils struggle to engagement and have communication difficulties. Curriculum progress is tracked for all pupils, through SMART targets relating to EHCPs Pupils with complex behaviour are supported to regulate and have specific SEMH plans to ensure consistent approaches The curriculum is reviewed to make sure it meets the needs of all pupils through moderation of planning, lesson observation, learning walks and pupil progress meetings. Wide range of adapted resources, including used to support curriculum access. Class based staff trained to meet medical needs, including feeds, in order to maximise taught time 	<ul style="list-style-type: none"> Teaching staff will develop and maintain their confidence and skills to ensure all appropriate access alternative means of recording via IT. To regularly train in M&H and maintain Team for staff in PMLD and physical difficulties pupils. Maintain a consistent home learning and remote learning offer for pupils unable to access school-based learning on a regular basis Review effectiveness of teaching and learning and ensure clarity of curriculum core purpose. Phonics learning opportunities for everyone 	<p>Plan termly/ annual workshop & INSET programme</p> <p>Appoint lead/champions for Access</p> <p>Training from school's M&H team Physiotherapy and Occupational Therapy</p> <p>SENCo mentoring AHT into lead for home-learning to monitor teaching & learning delivered and pupil progress</p> <p>Complete curriculum audit & improve planning where required</p> <p>Choose package and train staff</p>	<p>DHTs/ AHTs</p> <p>HT</p> <p>M&H team & CPD lead/DHT</p> <p>SENCo/AHT</p> <p>Curriculum lead/DHT</p> <p>Curriculum lead/DHT/literacy lead</p>	<p>Termly basis</p> <p>Autumn 2023</p> <p>On going</p> <p>Summer term 2023</p> <p>Autumn term 2023</p> <p>Autumn 23 & Spring 24</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Lift between upper and lower floor • Corridor width generally 2m for use of wheelchair users, walking aids and accessible trikes • Disabled parking bays and designated parent parking zones • Disabled toilets and changing facilities • Ceiling hoist systems in classes, bathrooms, specialist rooms • Hoisted access to therapy pool, movement room (Rock & Roll room) and trampoline • Wheelchair accessible minibus • Wheelchair accessible retreat garden, roundabout, play equipment 	<ul style="list-style-type: none"> • Upgrade EYFS bathroom, adding ceiling hoists and spaces in dept • Improve outdoor surfaces with wetpour paths • Install ceiling hoist to Iris class • Upgrade hoisting system to swimming pool • Renew gazebo in north playground • Re-paths between side and backdoor entrance • Replace wooden handrails • Improve system of automatic doors to north playground 	<p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p> <p>Gain quotes, build into Building Assets Plan, schedule work</p>	<p>Site team/ SBM/HT</p> <p>Site team/ SBM/HT</p> <p>Site team/ SBM/HT</p> <p>Site team/ SBM/HT</p> <p>Site team/ SBM/HT</p> <p>Site team/ SBM/HT</p> <p>Site team/ SBM/HT</p> <p>Site team/ SBM/HT</p>	<p>Summer 2023</p> <p>Summer 2025</p> <p>Summer 2025</p> <p>Summer 2024</p> <p>Autumn 2023</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Summer 2025</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Consistent in school signage • Spoken word – clear simple language • Makaton signing • Symbols, visual timetables, now & next, schedules, PECS etc. • Use of photographs • Object of reference • Intensive interaction • Use of eye gaze technology • School works with NHS School based S&LT, who offer pupil sessions and staff training 	<ul style="list-style-type: none"> • Maintain teaching staff's competence in Makaton • Working collaboratively with S&LTs to ensure communication practice is excellent across the school. • Offer good quality story boxes for literacy for pre-readers 	<p>Plan termly/ annual workshop & INSET programme</p> <p>Plan termly/ annual workshop & INSET programme</p> <p>Literacy lead to audit current practice and develop plan for replacement and additional resources purchased/ made</p>	<p>Curriculum lead/DHT/communication & interaction lead</p> <p>Curriculum lead/DHT/communication & interaction lead</p> <p>Literacy lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn23 & Spring 24</p>

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 leadership, approved by the headteacher and made available to governors for monitoring.

5. Links with other policies

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

- › Health and safety policy
- › Equality policy (public sector equality duty)
- › Curriculum, teaching, learning and assessment policy
- › SEND local offer
- › Supporting pupils with medical conditions policy