



West Wycombe School

Accessibility Plan

Approved by:	West Wycombe Local Governing Board
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1. Aims

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality and to make reasonable adjustments for children, staff and visitors with a disability.

The Great Learners Trust is committed to promoting the elimination of harassment of disabled people, positive attitudes and encouraging the participation of disabled people in public life.

The trust's school sites present a number of difficulties for physical access as many of the building's pre-date current expectations for public buildings. Some areas of the sites remain a less than optimum location for children, staff and visitors requiring full accessibility assistance.

Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to pupils with disabilities

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

Schools are required under the Equality Act 2010 to have an accessibility plan (as outlined at appendix 1) and each trust school will address these aims through their plan which will be made available online on the school website, paper copies being available upon request.

The trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust's complaints procedure covers the school accessibility plans. If you have any concerns relating to accessibility in a 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 and trusts 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. Physical or mental impairment can include sensory impairments such as those affecting sight or hearing.

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.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight

- Memory or ability to concentrate, learn or understand

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils 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. Monitoring arrangements

This accessibility policy will be reviewed annually by the board of trustees. The responsibility for the accessibility action plan lies with the local Governing Board and Head Teacher. It is a requirement that the school's accessibility action plan is resourced, implemented, and reviewed and revised as necessary.

4. Links with other policies

This policy is not a standalone document but should be considered alongside other school policies and documents, including:

- Risk assessment policy
- Health and safety policy
- Critical Incident and Emergency Plan
- SEND policy
- Special educational needs (SEN) information report
- Supporting children with medical conditions policy
- Equality information and objectives
- Complaints and resolutions policy

Appendix 1. West Wycombe School accessibility action plan

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	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a scaffolded/ differentiated curriculum for all pupils.	Curriculum Map is in place. All staff are delivering the agreed curriculum	Curriculum is in place and embedded in Spring 2026. Staff are confident to deliver in all year groups	Headteacher	Spring 2026	Scaffolded curriculum is amended / improved for next academic year
	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	SEND Resources audit	SENDCo to audit resources in school	SENDCo	Spring 2026	SEND resources are sufficient and deployed effectively
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	PiXL introduced	All staff trained in application of PiXL to identify gaps in learning	Headteacher / Assessment Lead	March 2026	PiXL data demonstrates good curriculum progress for all children
	The curriculum is reviewed to make sure it meets the needs of all pupils	Curriculum review	Staff meeting to feedback on appropriateness and relevance of curriculum in all year groups	All teaching staff	July 2025	Curriculum 2025 – 26 is further enhanced

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	West Wycombe School is an historic building which presents challenges – however Governors and staff are committed to ensuring the environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Short term: audit current accessibility priorities Medium term: investigate cost-effective means to improve accessibility Long term: invest in permanent building improvements to ensure the site is accessible to all	Ensure mobile ramps are available for any disabled pupils/ visitors/ staff Mark out disabled parking space near main entrance Investigate CIF bids for improved accessibility	Governors / Headteacher / Site Manager Site Manager Headteacher / Estates and Facilities Director	Audit by July 2026 July 2026 July 2026	Improved access to all feasible areas of school Adapted timetabling of classroom spaces to ensure children / staff with disabilities have full access
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 may include (as needed): • Internal signage • Large print resources • Braille • Pictorial or symbolic representations	Audit of accessibility of information	School-based SENDCo undertakes SENDCo award/ relevant training	Headteacher to oversee and ensure SEND provision is in place	September 2026	Audits demonstrate improved delivery of information for disabled pupils

