



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

ACCESSIBILITY PLAN

. March 2026- March 2029

This is a statutory policy and is ratified by the Governors sub-committee Students and Curriculum.

This is updated every 3 years.

1.Vision and Values

The Ecclesbourne School is committed to ensuring that all students, staff, parents, and visitors have equitable access to education, facilities, and information. This Accessibility Plan sets out the school's proposals to increase access for students with disabilities in accordance with the duties outlined in the Equality Act 2010 (Schedule 10).

The plan addresses three statutory areas:

1. Increasing the extent to which students with disabilities can participate in the curriculum
2. Improving the physical environment to enable greater access to education and associated services
3. Improving the delivery of information to students and parents with disabilities

1.1 Commitment to Students and Staff with Disabilities

The school recognises its responsibilities towards both students and employees with disabilities. We will;

- Monitor recruitment procedures to ensure equal opportunities
- Provide appropriate support and reasonable adjustments to employees and students
- Remove barriers that prevent individuals from carrying out their work or accessing learning
- Work collaboratively with families and professionals to ensure needs are identified and addressed

1.2 The school also recognises their responsibilities towards employees with disabilities and will;

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

2.Aims

Our approach is guided by the Equality Act 2010 and aligned with the school's SEND Policy and Equality, Diversity & Inclusion Policy

2.1 We Commit To:

- Providing a fully inclusive environment that values every individual
- Promoting a culture of respect, support, and understanding
- Ensuring no disabled student is discriminated against in admissions, exclusions, or access to education
- Taking reasonable steps to avoid placing students with disabilities at a substantial disadvantage

- Respecting confidentiality and working in partnership with families
- Delivering a broad, balanced, and differentiated curriculum that meets individual needs

2.2 We Want Our Students to Be:

- Happy, confident, and ambitious
- Resilient, independent, and resourceful
- Caring, compassionate, and inclusive
- Open-minded and adventurous
- Successful learners, prepared for future challenges and opportunities

In a School That:

- Provides high-quality teaching and a rich range of learning experiences
- Values every student as an individual
- Is nurturing, welcoming, and aspirational
- Embeds leadership opportunities and participation at every level
- Continuously reflects and improves practice

3. Legislation & Guidance

This plan meets the statutory requirements of:

- Equality Act 2010 (Schedule 10) — duties to increase accessibility for disabled students
- DfE Equality Act Guidance for Schools
- SEND Code of Practice (0–25) — definitions of disability, “long-term”, and “substantial”
- Obligations to make *reasonable adjustments* to prevent substantial disadvantage

The Equality Act defines disability as a physical or mental impairment with a substantial and long-term adverse effect on a person’s ability to carry out normal daily activities. This includes sensory impairments and long-term medical conditions.

4. Monitoring Arrangements

- This Accessibility Plan will be reviewed every 3 years, or earlier if required.
- Progress will be monitored annually through the Whole School Improvement Plan (WSIP).
- The plan is formally approved by the Students and Curriculum Sub-Committee.

5. Other relevant policies

- Health & Safety Policy
- Equality Information & Objectives (Public Sector Equality Duty) Statement
- Equality, Diversity and Inclusion Policy
- Special Educational Needs & Disability (SEND) Information Report

- Admissions Criteria
- Supporting Pupils with Medical Conditions Policy

6. Accessibility Plan

This section sets out how the school will increase accessibility across buildings, curriculum, and information.

A person has a disability if they have a physical or mental impairment; that has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)

6.1 Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents

ACCESSIBILITY PLAN 2026-2029

Premises: Access to Buildings and Classrooms

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: Ensure awareness of access needs for all stakeholders</p>	<p>Liaison with feeder primaries; create individual access plans; request updates annually</p>	<p>Ongoing</p>	<p>Lower School Office SENDCO SLT CLT</p>	<p>All new students and parents can access the site; individual plans in place.</p>
<p>Health care plans are in place for staff and students with physical and mental difficulties.</p>	<p>Induction procedures; meetings with health professionals</p>	<p>Ongoing</p>	<p>SEND Team and Medical Staff</p>	<p>Appropriate health care plans in place and they support pupils to access the curriculum and extra-curricular activities.</p>
<p>Ensure all areas of the school site are accessible for pupils and staff.</p>	<p>In the whole school improvement plan Seasonal site maintenance practices, e.g., gritting during inclement weather. Regular site walks with a focus on accessibility.</p>	<p>Daily check to ensure the school is clear of obstructions</p>	<p>Facilities Manager Site Services Team</p>	<p>Site accessibility maintained throughout the year including provision for access during building/renovation work.</p>

Maintain safe exterior lighting.	Routine inspections	Every 3 months	Facilities Manager Site Services Team	Adequate lighting evidenced through logs
Exits: Ensure all disabled or impaired people can be safely evacuated	PEEPs for all disabled pupils, termly reviews	As required	SENDCO Facilities Manager Site Services Team	Successful fire drills; compliance with evacuation procedures
Ensure that the School passes its Fire Safety Audit including keeping training for staff up to date. Equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Annual audit Regular checks through the year	Learning Services Facilities Manager Site Services Team	All staff, visitors and students have safe independent exits from the School. Fire/emergency evacuation drills demonstrate adequate provision - reviewed by SLT termly.
Ensure that the buildings remain fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access.	As works are undertaken	DH Learning Services Facilities Manager	That buildings are fully accessible and easily travelled by all staff, students, parents/carers, visitors.

Curriculum: Improving Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken.	Annual check	Senior Deputy Head Director of ICT and Data	Compliant website
Meet needs of students with sensory impairments	Liaison with sensory support services	Ongoing	SEND Team	Provision meets needs of visually/hearing-impaired students
Improve awareness of alternative formats	Provide information via multiple formats; ensure readability	Ongoing	Learning Services, ICT	Parents aware of alternative formats
Ensure information in SEND reviews is accessible	Offer choice of formats and methods of consultation	Ongoing	SENDCO	Parents can fully engage in review processes

Curriculum: Improving access to the Curriculum:

Targets	Strategies	Timescale	Responsibility	Success criteria
Ensure curriculum adjustments for all students	Adapt resources, seating, print size, colour, ICT access, differentiation	As required	All staff	Students fully access curriculum

Support students with speech, hearing, visual or mobility impairments	Liaison with external agencies; adjustments to environment; targeted support	As required	SENDCO, All staf	Students meet METs and make positive progress
Support students with emotional or behavioural needs	Consistency, adherence to Behaviour Policy, analysis via behaviour systems	Ongoing	SENDCO, Pastoral Team	Improved engagement and progress
Support students with medical needs	Implementation of Medical Needs Policy; training; medication protocols	Ongoing	SENDCO, Medical Team	Safe participation in all activities
Necessary provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.	As required in response to student need	SAC	All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through Traffic light system. Provide appropriate interventions.	Ongoing and via assessment calendar	SENDCO/HOF English & Maths/ AAB (reading co-ordinator), pastoral teams	Progress monitored through Year 7 Catch Up premium report and assessment recording and reporting calendar and reports.
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	SENDCO Examinations Officer	All students can fully access all exams and statutory assessments

