

WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Policy Document ACCESSIBILITY PLAN

Status:	Live
Policy Owner (Position)	Headteacher
Statutory / Recommended	Statutory
Date of Adoption	(Re-written)
Frequency of Review	Annually
Revision	001
Latest Review Date	June 2025
Advisory Group	Local Governing Body
Linked Documents	Accessibility Audit Promoting Equal Opportunities Policy Equality Objectives Special Educational Needs and Disabilities (SEND) Policy Admissions Policy Behaviour Policy Supporting Learners with Medical Conditions Policy Health and Safety Policy Data Protection Policy

1. Introduction

Our vision is Igniting Fires Expanding Horizons Achieving Ambitions, and communicated as The Wolfreton Way, our values of Excellence, Endeavour and Respect are inclusive of everyone. As a school, we understand our duty to implement an accessibility plan we have designed with the purpose of increasing access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

The Equality Act 2010 identifies a person as having a disability where they have a *‘physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’*.

In addressing our duties through this plan, we aim to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to those with disabilities.

It is our intention to remove, as far as we can and within a reasonable timeframe, those barriers which make it hard for students and adults with a disability to take full advantage of all aspects of the day-to-day life of our school and benefit from the educational experiences and services we provide.

The Trust recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

2. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to the:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following trust / school policies and documents:

- Accessibility Audit
- Promoting Equal Opportunities Policy (Learners)
- Equality in Employment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Learners with Additional Health Needs Policy
- Supporting Learners with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and Responsibilities

The Local Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Ensuring systems are in place to establish whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with the Local Governing Body, Trust, Local Authority and external agencies to effectively create and implement the school's Accessibility Plan.

The Director of Inclusion (SENDCO) will be responsible for:

- Working closely with the headteacher and Local Governing Body to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their disability.

4. The Accessibility Audit

The school will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Local Governing Body will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Local Governing Body will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Local Governing Body will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, all kinds of disabilities and impairments will be considered, including but not limited to, the following:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access. This plan will reflect our commitment and ambition to secure best practice in all aspects of inclusion.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents.

5. Wolfreton School and Sixth Form College

Wolfreton School and Sixth Form College is a modern new build comprising one main school building along with a neighbouring Sports Hub building. The main schools building has three floors (Ground, First, Second); The Sixth Form College for post 16 learners is located to the western side of the second floor. The Sports Hub is a single-story building. A lift is located in the centre of the main school building. The main building and Sports Hub have wheelchair access via widened doorways and ramp. There are access toilets on all floors and in within the Sports Hub.

6. Vision, Mission and Values:

Aligned to our Trust Vision of **Shaping Positive Futures**

Our school's **Vision** is, '**Igniting Fires, Expanding Horizons, Achieving Ambitions**' [for all]

As a school, our **Mission** is to,

**'Enable everyone to fulfil their potential,
providing the foundations for them to excel in all they do and
to move on prepared to achieve their ambitions'.**

Our **Values** are:

Excellence	We aim to inspire – to be the best we can be
Endeavour	We promote the qualities of determination and courage
Respect	We are firm advocates of friendship and equality

Our Values are underpinned by our duty under the Equality Act – we are committed to ensuring every student receives an education that offers them the best chance to fulfil their potential.

Focus 1: To increase the extent to which disabled students can participate in the school curriculum.

Objective	Progress measure	Lead	Timeframe	Review
To further enhance access to and impact on learning through SEND focussed CPD and continued development of adaptive teaching.	<ul style="list-style-type: none"> CPD evaluations Positive student voice. Learning Insights (Lesson visits and book looks) 	Director of Inclusion (SENDCO)	Academic year 2025 - 2026	
To implement Nurture Provision.	<ul style="list-style-type: none"> Provision in place Student and parent voice 	Director of Inclusion (SENDCO)	To begin Sept. 2025	
To strengthen fidelity to LSP advice and adjustments across all lessons.	<ul style="list-style-type: none"> Learning Insights QA HT QA 	Director of Inclusion (SENDCO)	Academic year 2025 - 2026	
To further increase participation of SEND learners in enrichment opportunities.	<ul style="list-style-type: none"> Enrichment data Student and parent voice 	Deputy Headteacher - Pastoral	Academic year 2025 - 2026	
To develop the use of technology (text to speak)	<ul style="list-style-type: none"> Technology in place. User voice 	Director of Inclusion (SENDCO)	Academic year 2025 - 2026	
To support positive SEND engagement with online learning resources (Evaluate existing resource and identifying new as required).	<ul style="list-style-type: none"> Audit completed Student voice Parent voice 	Director of Inclusion (SENDCO)	Academic year 2025 - 2026	
To introduce parent/carer focus groups to identify how accessibility can be further enhanced.	<ul style="list-style-type: none"> Focus groups operating Parent voice 	Director of Inclusion (SENDCO)	Academic year 2025 - 2026	

Focus 2: To improving the school environment to increase the extent to which disabled students can take advantage of education and associated services.

Objective	Progress measure	Lead	Timeframe	Review
To continue to prioritise installation of subject wall art to improve visual cues that support orientation within the building.	<ul style="list-style-type: none"> Installation timeline maintained Positive student voice on impact 	Headteacher (funding) Trust Marketing Team (Design)	Short term – Phase 2 Medium term – Phase 3	
To support independent entry into the building for all through the installation of power assisted doors: <ul style="list-style-type: none"> into the main reception from main reception to the main building from south doors 	<ul style="list-style-type: none"> Long term: Funding secured for power assisted doors 	Estates Team	Long term (Grant funding application)	
To install induction loops and couplers in reception, the theatre and Forum enabling equality of access to auditory information in these key areas.	<ul style="list-style-type: none"> Short term: Induction loops installed in reception Medium Term: Portable induction loops system purchased for use in the theatre and Forum 	FM Team	Short-term	
To enable equally independent sign in / out for seated visitors via reception Inventory system.	<ul style="list-style-type: none"> One Inventory screen relocated to support equitable usage. 	IT Team	Short-term	
To improve visibility of handrails and fittings in accessible cubicles in main toilet blocks.	<ul style="list-style-type: none"> Short term: Installation timeline Medium term: All fittings and handrails replaced. 	Estates Team	Medium term (funding allowing)	

3: Improving access to information for disabled students and visitors, to secure equity with those who are not disabled

Objective	Progress measure	Lead	Timeframe	Review
To establish an efficient and sustainable approach providing documentation in audible format.	<ul style="list-style-type: none"> Action plan in place to convert key documentation 	Operations Manager	Medium Term	
To provide staff training to support sensory-impaired individuals to engage with open days and events.	<ul style="list-style-type: none"> Staff training completed Staff voice Visitor voice 	Operations Manager	December 2025	
To ensure signage does not place learners with colour blindness, visual impairment or hidden disabilities such as autism and dyslexia at a disadvantage (audit signage).	<ul style="list-style-type: none"> Audit completed Action plan in place to enhance key signage 	Director of Inclusion (SENDCO) Estates Team	Medium – Long Term (Finance permitting)	
To ensure the school website is written in user friendly language, with as non-complex vocabulary as we can manage, adding an appropriate translate function to secure maximum accessibility.	New website live with: <ul style="list-style-type: none"> non-complex vocabulary accessibility function translate function 	Headteacher Trust Marketing Team	December 2025	