



# Accessibility Plan

<b>Policy holder:</b>	Director of Inclusion
<b>To be reviewed by policy holder:</b>	Every 3 years
<b>Last reviewed by the Governing Board:</b>	Autumn 2025
<b>Next review by the Governing Board:</b>	Summer 2028

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Penair School we aim to treat pupils according to their individual needs as we recognize that pupils require different approaches. Pupils are able to access support through all staff who can offer advice and signposting. Students can receive additional support through the Pastoral team and the inclusion team. Staff from our specialist teams have been trained to deliver programmes and create opportunities that meet needs of pupils who identify with the protected features written in the Equality Act 2010.

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.

Penair School colleagues have received training covering the protected areas listed in the Equality Act 2010, this is part of an ongoing cycle of CPD. Training relating to disability issues is delivered by the Director of Inclusion who is available to advise staff on an ongoing basis. Service level agreements with local authority SEND staff are in place so that pupils are supported by staff specializing in particular areas of disability.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including feedback from parents and students via the Graduated Response, ongoing 'Assess, Plan, Do, Review' and Education Health Care Plan (EHCP) cycle alongside meetings with staff from outside agencies has been used to develop this plan and to ensure stakeholders views are listened to.

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Business, Audit and Risk Committee of the Governing Board.

### **4. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy

## 5. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adaptive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed for individuals to ensure it meets the needs of all pupils.</p>	<p>Pupils are tracked according to progress and grouped so that work can be adapted to meet their needs.</p> <p>Pupils with identified needs have a one page profile and Record of Need (RoN) that details needs for staff</p> <p>Pupils with SEND and disabilities are monitored by subject teachers, academic leads and the Director of Inclusion</p> <p>Subject targets are set at an appropriate level so pupils can achieve success</p> <p>Individual pupils may have a bespoke curriculum to meet their needs</p>	<p>Pastoral Leads and faculty leads to identify pupil support</p> <p>Staff/Director of Inclusion to share information re pupil needs in class</p> <p>Director of Inclusion/Pastoral Leads/ SLT to monitor data for pupils with SEND</p> <p>Staff to be mindful of setting appropriate targets</p> <p>SAG (Student Action Group) meetings/Director of Inclusion/Pastoral leads to identify pupils who need their curriculum provision reviewed.</p>	<p>PDL's, faculty leads</p> <p>Director of Inclusion</p> <p>PDL/Director of Inclusion</p> <p>Faculty leads</p> <p>PDL's / Director of Inclusion</p>	<p>Oct 2025 ongoing as new needs are identified</p> <p>Oct 2025, fortnightly reviews at SAG meetings</p>	<p>Students are able to access the curriculum and barriers to learning have been removed.</p> <p>Specialist resources have been used including planning to enable students to access their learning.</p> <p>Students who are not making the expected are identified so that staff and parents can work together to support pupils.</p> <p>Staff receive training and work together to create appropriate targets.</p> <p>Staff with specialist roles in school work together to plan appropriate timetables for students needing additional support</p>

<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"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Ensure the school is accessible for those with physical disabilities and that any new building additions to the school will be built to be accessible for wheelchair users</p>	<p>Audit accessibility provision annually and check it is fit for purpose</p>	<p>GLH</p>	<p>Aug 2027 – Install access ramps to all external doorways with particular priority to The Link.</p>	<p>Those with physical disabilities can easily access all parts of the building they need to as a pupil or staff member.</p> <p>Reasonable adjustments have been made to accommodate those with disabilities and additional plans put in place where appropriate.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Visual timetable</li> </ul>	<p>Staff and pupils to use Additional methods of communication to support understanding for pupils with SEND</p>	<p>The Director of Inclusion and staff to monitor communication needs of students and in partnership with specialists use appropriate methods of communication to support individuals</p>	<p>Director of Inclusion</p>	<p>Oct 2025 (ongoing with new needs identified)</p>	<p>Students and staff to use a range of communication strategies that support the delivery of information so that barriers to understanding are removed</p>

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Stories	Various levels on school site	None		
Corridor access	Level surfaces and ramps throughout the whole school.	None		
Lifts	Stairlifts, together with internal and external lifts. Lifts services twice a year.	A Stenna stair lift to the removal is currently inoperable and needs to be brought back into service.  There is currently no wheelchair access to the upstairs gym – whilst this can be alleviated in the interim by moving certain pieces of equipment to the lower area it is considered that this should be addressed.	Gill Hakin  Gill Hakin	Aug 2026  2026/27
Parking bays	Located at various points around school	None		
Entrances	Mainly double doors, newer external door have push buttons or infrared automatic opening	None		
Ramps	Several ramps are accessible although there are some which need to incorporate a ramp to go over stone 'lips'. Ramps and slopes need to have a colour	Some ramps have been incorporated and this needs to be extended to include others with access to the Link being a priority.  Skirting board along slopes to be painted in a contrasting colour	Gill Hakin  Premises Team	2025/26  Feb-25

	contrast to be more visible to the visibly impaired			
Toilets	There are a number of toilets for disabled access.	There are plans to provide more disabled toilets in the upstairs and downstairs of the Science Block.	Gill Hakin	2026/27
Reception area	None	None		
Internal signage		None		
Emergency escape routes	These will be recorded on PEEP forms when students with accessibility needs come to Penair.	None		
Canteen	The Canteen has level access via C13 and the entrance/exit nearest to the English block has a concrete ramp.	Additional ramps should be provided to give multi access point to the canteen.	Gill Hakin	2025/26