



Saint Aidan's Church of England High School

Accessibility Plan

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Statement of intent

This plan outlines the proposals of Saint Aidan's Church of England High School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school;
3. Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

The school also recognises its 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.

The school also recognises its responsibilities towards the wider school community and will:

- Actively engage with parents and carers regarding access to school premises, communication and website accessibility.

This policy should be read in conjunction with the Equalities Policy.

This policy was written in co-production with students with disabilities.

As a school we already work hard to improve inclusion of all students including those with disabilities as evidenced below:

Increasing the extent to which disabled students can participate in the school curriculum

- Weekly meeting between SENDCo/ASENDCo and Teaching Assistants to ensure smooth information flow regarding all students with SEND including disabled students.
- Training in inclusion strategies through Teaching & Learning INSET/CPD
- Regular CPD sessions covering students with specific learning barriers e.g. Visually Impaired, Hearing Impaired and Autistic Spectrum Condition.
- Staff and governors are aware of their responsibilities and requirements under the Equalities Act 2010.
- SEND advice is given, via Synergy, on classroom layout for students with disability. For example, Hearing Impaired students should be near the front at the appropriate side of the room; staff should avoid speaking with back turned towards them when writing on the board.
- Advice and guidance for all students with SEND is recorded on Synergy. It offers clear, regularly updated guidance to staff on how to get the best from the students. For example, specific font sizes given for Visually Impaired students.
- Lessons are for all to achieve in. Work is adapted by teachers as necessary. A number of Teaching Assistants are employed within school to facilitate access.
- School uses the VI Technician services to enlarge whole texts.
- Teachers, Teaching Assistants and students use IT to aid access to the curriculum for all. For example, text-to-speech software and voice-to-text software.
- Teachers and Teaching Assistants will use a range of mediums to aid access and understanding of curriculum content. For example, practical demonstrations and activities, images, videos etc.
- Teachers and Teaching Assistants provide feedback to students in a range of ways in addition to or instead of written form. For example, individual verbal feedback in lessons, as part of directed whole-class feedback or using audio/video tools on IT.
- SENDCo/ASENDCo work with specialist teachers to provide regular training and advice for staff about how to support students' specific needs. For example, Qualified Teacher for Visually Impaired students, Qualified Teacher of Deaf students and Specialist Teacher for students with Down Syndrome.
- Access is enhanced and provided by effective deployment of Teaching Assistants.

- School has a SENDCo and Assistant SENDCo, in addition to a member of SLT with the National Award for SENCO qualification. Working alongside Teaching Assistants, this enhanced team has led to a huge strengthening of good practice both within the Learning Support Department and across the school.
- If there are activities that students with disabilities cannot engage in, even after adjustments, we would suggest alternative activities to meet the curriculum content.
- School visits consider and plan for students with disabilities; an assessment is of accessibility is conducted as part of the visit risk assessment. Additional staff and adjustments are provided as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary and regularly assess training requirements for new staff or with regards to new need.
- We plan learning opportunities to respond to pupil diversity. Projects and lessons educate the whole community of disability, e.g. Personal Development Days and Raising Awareness Projects

Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school

- We cater for disabilities in our transport arrangements including sports / PE coaches /school minibus bookings.
- We re-room classes to ensure disabled students have full access to their timetable wherever possible.
- We make adjustments to school events to ensure access for all. For example, reserved seating or a smaller room booked for Parents' Evening appointments.
- We have improved lighting and are re-carpeting areas on a rolling programme.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early and/or being escorted between lessons.
- We work with Occupational Therapists to risk assess the school site for students with specific disabilities and to provide appropriate specialist equipment for students with disabilities, as necessary. For example, a stool with a back for science classrooms. Advice given by specialists is shared with those working with the pupil.
- We provide ICT facilities for SEND students, including disabled students, which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- We annually review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.

- We will give due consideration for any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).

Improving the delivery of information to students with a disability which is readily accessible to students who are not disabled

- We promote the benefits of ICT to be used, where necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable. For example, access to a reading pen or text-to-speech software.

Improving the delivery of information to the wider school community with a disability which is readily accessible to students who are not disabled

- Where possible we use online systems to gather and share information with parents and carers. We can adapt to different types of information, for example phone calls or paper-based information based on individual needs.

Planning Duty 1

Schools have a duty to increase the extent to which disabled students can participate in the school curriculum.

Issue	What	Who	When	Outcome criteria	Review
Specialist advice and support	Provide specific resources and strategies for students with additional needs to support their access to the curriculum e.g. occupational therapy, hearing impairment services, visual impairment services, Child & Adult Mental Health services as necessary	SENDCo	On-going	School successfully accesses specialist advice and support as appropriate to individual needs from external agencies	May 2027
Literacy standards in SEND students	Literacy interventions across KS3 to boost literacy and reading standards for identified students.	SENDCo ASENDCo Literacy Co-ordinator Transition Teacher	On-going	Students make good progress in reading and literacy and are able to engage with curriculum	May 2027
Medical conditions	Ensure care plans are in place.	Pastoral Team SENDCo Leadership	On-going	Care plans in place	May 2027
Medical conditions	Ensure correct procedures for storage and administration of medicines are in place.	All admin staff undertake medication training provided	On-going	Medicines securely stored	May 2027

		by GreenCross Global			
Medical conditions	Ensure key staff are trained in first aid, epipen, asthma, epilepsy and other conditions as necessary	All admin staff undertake medication training provided by GreenCross Global. First Aid needs assessment completed.	On-going	Staff are knowledgeable to conduct duties	May 2027
Mobility issues	Procedure in place for students who experience temporary or chronic mobility issues	Pastoral Team SENDCo ASENDCo School Business Manager	On-going	Students with temporary (e.g. broken leg) or chronic mobility issues are still able to access the full curriculum offer May 2025. Evacuation Plans for students	May 2027

Planning Duty 2

Schools have a duty to improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided

Issue	What	Who	When	Outcome	Review
Minibus	When purchasing a new school minibus, consider the wheelchair access	School Business Manager	On-going	Better access for disabled students	May 2027
Lighting	When replacing lighting in school, consider different switches so that lighting can be isolated to reduce glare in classrooms	School Business Manager	On-going	Better teaching environment for students in classrooms	May 2027
Mobility issues	Procedure in place for students who experience temporary or chronic mobility issues	Pastoral Team SENDCo ASENDCo	On-going	Students with temporary (e.g., broken leg) or chronic mobility issues are still able to access the full curriculum offer	May 2027
Nosing on steps	Implement a cycle of painting to ensure the edging on the steps is regularly refreshed along with the raised thresholds on an annual basis.	School Business Manager	On-going		May 2027

Painting	When refreshing painting around the school consider the contrast this offers	School Business Manager	On-going		May 2027
Grabrails	Review the grabrails around school and review as required.	School Business Manager	On-going	This risk is currently managed for individual students as needed.	May 2027
Mats	Assess different options if possible	School Business Manager	On-going		May 2027
Hearing loop	Review if a hearing loop would be beneficial in school.	School Business Manager /SENDCO	On-going		May 2027
Website	When the school website is updated, ensure this is adheres to accessibility standards.	School Business Manager/ICT Manager	On-going		May 2027

Planning Duty 3

Schools have a duty to improve the availability of accessible information to disabled students and parents/carers with disabilities

Issue	What	Who	When	Outcome criteria	Review
Attitudes to difference, equal opportunities and discrimination	Promote positive values through our Personal Development programme to ensure positive attitude to equal opportunities. To raise awareness and understanding of diversity in our community.	PD Lead SENDCo	On-going	Pupil voice feedback reflects impact of equal opportunities education.	May 2027
Signage for visually impaired	Increased signage and colour coding, including pictures where necessary	Facilities Manager	On-going	Students and staff clear regarding signage.	May 2027
Written information	Improve the delivery of written information, e.g. timetables, textbooks and information about the school and school events in various preferred formats within a reasonable timeframe	All staff	On-going	People with disabilities get written information in preferred format.	May 2027

Fire Evacuation	When fire systems are renewed, to consider installation of flashing lights to complement fire alarm.	School Business Manager	On-going	Hearing impaired students can see the fire alarm	May 2027
Fire Evacuation	For students with mobility issues, consider how they are evacuated safely in the event of a fire and produce Personal Emergency Evacuation Plans (PEEPs) where appropriate	School Business Manager	On-going	Students with identified mobility issues have Personal Emergency Evacuation Plans in place. These are reviewed and re-issued annually.	Annually
School bell system	When the bell system is replaced/renewed consider the different options with changeover bell systems.	School Business Manager	On-going		May 2027