

EDSTART SCHOOLS

Accessibility Plan – Horwich

INCLUSION, ATTENDANCE & BEHAVIOUR

Policy owner	EdStart Specialist Education Ltd
Applies to	EdStart Schools Bolton – Horwich
Category	Inclusion, attendance & behaviour
Approval and validity	September 2026 to September 2027
Review trigger	Annual review, or earlier following statutory, regulatory or operational change

Status: This is a new policy.

1. Aims of the Policy

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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

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

Our school values – Humanity, Togetherness, Compassion and Progression – are at the centre of all that we do, and this is particularly true for disabled stakeholders (including staff, pupils and parents/carers).

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues, and supports any available partnerships to develop and implement this plan.

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

This accessibility plan has been developed with a range of stakeholders, including teachers, pupils, parents/carers and governors.

2. Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education's guidance for schools 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.

Under the 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.

3. Action Plan – Horwich

The site leadership team reviews progress against this action plan termly. Target dates and named leads for each action are recorded in the site's own controlled improvement plan and should be added here as they are confirmed locally.

Aim	Current position	Actions	Timescale	Success criteria
Increase access to the curriculum	Review curriculum differentiation for students with additional needs	Review of Schemes of Work and Medium-Term Plans against SEND/EHCP needs; SENCo-led staff training on scaffolding and access arrangements	Ongoing, reviewed termly	SoW/MTPs evidence differentiation; staff training records maintained; access arrangements evidenced for all students who need them
Improve the physical environment	Ensure the site is accessible to pupils and visitors with a full range of mobility and movement needs	Annual physical access audit; maintain accessible routes, ramps and emergency access arrangements; any actions raised feed into the site improvement plan	Annual audit, actions ongoing	Audit completed; access routes maintained; actions tracked to completion
Improve the delivery of information	Ensure information is accessible to all school users	Use of accessible formats (large print, translated materials, video/audio) as required; feedback sought from students, parents/carers and staff	Ongoing, reviewed annually	Alternate formats available on request; feedback used to improve provision

4. Monitoring Arrangements

This document will be reviewed every year. It will be approved by the Board of Governors.

5. Links with other Policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality and Diversity Policy
- SEN Policy
- Admissions Policy

6. Activity and Development

a) Education and related activities

Horwich will continue to seek and follow the advice of education services and appropriate health professionals from local NHS Trusts. The SENCo will lead on curriculum accessibility reviews each term and report to the Director of Education.

b) Physical environment

Horwich will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and requesting future improvements and refurbishment of the site and premises. A physical access audit will be completed annually and any actions raised will be included in the site improvement plan.

c) Provision of information

Horwich will make itself aware of local services, including those provided through the local authority, for providing information in alternative formats when required or requested. All communications will be adapted to meet individual family needs as identified through the admissions and EHCP review process.

7. Sign-off

Director of Education: Kevin Buchanan

Site sign-off: Hannah Speakman, Headteacher – Bolton

Date: September 2026