

EDSTART SCHOOLS

Accessibility Plan – Wirral

INCLUSION, ATTENDANCE & BEHAVIOUR

Policy owner	EdStart Specialist Education Ltd
Applies to	EdStart Schools – All Sites
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 2026 version supersedes all previous versions.

1. Aims of the Policy

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.

Our school values, Consideration, Aspiration, Resilience and Equality are at the centre of all that we do, this is particularly true for disabled stakeholders (including staff, pupils and parents). As a school we recognise our duty under the DDA/SENDA legislation:

- Not to discriminate against disabled pupils in their admissions, exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting pupils with a disability at a substantial disadvantage
- To publish an Accessibility Plan
- Governors and staff will have regard to the DRC Code of Practice (2002)

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. As such we have full regard for Concilium Academies Trust's policies and procedures in relation to the rights of disabled stakeholders. We also work in close partnership with Local Authority officers and staff who work on behalf of disabled people.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including teachers, pupils, parents and Governors. This has been carried out both remotely and in person.

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 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 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. Action Plan

Aim Current Good Practice Objectives Action to be Taken Date Success Criteria Completed 1. Increase • Differentiated Review accessibility Review of SOW and LTPs Apr 24– SOW and MTPs evidence access to curriculums for of curriculum to Feb 25 differentiation and the all students. ensure all students Staff awareness scaffolding curriculum • Resources tailor can access campaigns throughout for created to suit the academic year Reader pens in use. students bespoke needs Reader pens Students able to actively with • Access resources available and SENCoS Gather the views of all discuss their usage additional to support can train and offer stakeholders to consider needs processing bespoke support to all views are taken into Student/Parent/Carer needs such as staff and students account. views analysed and reading pens, collated. Evidence of coloured Awareness and Active student and feedback and actions. overlays, understanding of parent/carers voice. coloured/off additional needs Staff training records. white paper across all centres Ongoing programme of personalised and lead by the CPD to include (but not Amount and success of

- Curriculum SENCoS limited to): • Disability students using AAs, progress is awareness • SEND tracked for all To improve the awareness • Need students knowledge and specific training •
- SMART targets understanding of all Awareness Weeks. set school staff related
- IPP files in place to disability rights. Improve understanding of
- Targets are set To improve the reasonable adjustments effectively and knowledge and through regular SENCo appropriate for understanding of all

all students at school staff related training and knowledge EdStart who to individual updates of AAs. have additional disabilities, including needs hidden disabilities.

Aim Current Objectives Action to be Taken Date Success good Photo Evidence completed Criteria Practice 2. Improve and The To ensure Audit of procedures to ensure these match our offer. Oct 24 Audit maintain environment students and Ongoing complete. access to the may be their physical adapted to parent/carers Offer environment the needs of are fully represents students as informed accessibility required. If with what

policy. we can't accessibility meet we can physical provide needs we based on the will state physical this in our building thorough currently. consultation process.

School To be able to Ongoing Access access the Maintained groundfloor for full range Lower Access of mobility Button and movement needs.

School To be able to Maintain Access access the access and groundfloor specific for full range mobility of mobility entry and and exit point. movement needs.

To be able to Ramp Access access the to be groundfloor maintained for full range and better of mobility edging to be and appied. movement needs. Feb 2025

School To improve Ongoing Access access to maintainence school 2nd of stair lift. floor. March 2025

School To improve Ramp strip to Access access to be school 2nd maintained floor. and edging re-marked. March 2025

School To improve Refuge Area Access access to to be set up school 2nd floor. April 2025

Aim Current good Objectives Action to be Taken Date completed Success Criteria Practice 3. Improve the Our school uses a Information to be All documents to be On going Progress of students delivery of range of accessible to all available in with such needs. information communication school users as alternate formats as to pupils methods to ensure required. required. Feedback for with information is students/parents/carers.

additional accessible. This Meetings to needs includes: • Internal include translator, signage • Large sign language print resources as interpreters as required • required. Accessibility tools built into IT systems VI/HI/Sensory Team (through Office365) involved at all levels

- Use of when supporting video/audio as well such students. To as written text • All ensure they have letters/printed more than materials are adequate resources published on to reach their coloured paper potential. specific to the students needs

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:

ü Risk assessment policy ü Health and safety policy

ü Equality information and objectives (public sector equality duty) statement for publication ü SEN Policy ü Admissions Policy

6. Activity and Development

a) Education & related activities EdStart will continue to seek and follow the advice of Education services and of appropriate health professionals from the local NHS Trusts.

b) Physical environment EdStart 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.

c) Provision of information EdStart will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

7. Visual Activity