



# **WHITWORTH COMMUNITY HIGH SCHOOL**

## **ACCESSIBILITY PLAN**

**October 2025 – October 2027**

Date effective from:	January 2026
Prepared by:	Miss S Davies
Approved by:	C&S Committee
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Please note that where policy is LCC model policy, then the version details will be provided by LCC in the document.

Version numbers ending in a letter relate to documents under review and awaiting approval. Once a document has been approved then the version number will increase e.g. version 1a = approved version 1 being reviewed. Once version 1a has been approved it will then move to version 2.

Version Number	Date of change	Reviewed by	Brief reason for changes
<b>1.0</b>	Nov 2016	Mr P Dugdale	Document created by Mr P Dugdale and Mrs SG Hudson (SEN Governor)
<b>2</b>	Nov 2019/Jan 20	Miss S Davies	Dates up-dated and personnel – approved by PDBA 02.03.20
<b>3</b>	Jan 2021	Miss S Davies	Dates up-dated and personnel
<b>4</b>	June 2022	Miss S Davies	Dates up-dated and current position
<b>5</b>	October 2023	Miss Davies	Moved into new build, therefore accessibility to the building has changed.
<b>6</b>	February 2026	Miss Davies	Name Change

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## **Statement of intent**

Whitworth Community High School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

## 1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with other school policies and procedures e.g.:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Medical Needs Policy
- Health and Safety Policies
- SEF/School Improvement Plan

\*This is not an exhaustive list

## 2. Definition of Disability (Equality Act 2010)

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities. The Equality Act notes that 'substantial' means 'more than minor or trivial'. 'Long term' means it has lasted or is likely to last more than 12 months'.

This definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

### **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headteacher will create an Accessibility Plan with the intention of improving the school's accessibility and will monitor the effectiveness of the Accessibility Plan.
- 3.3. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.4. The Headteacher/SENCO will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.5. During a new pupil's induction at Whitworth Community High School the SENCO will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.6. The SENCO is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.7. The Headteacher, governing body and Senior Leadership Team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.8. The (SENCO) will work closely with the Headteacher to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.9. All staff members and governors will be made aware of equality issues with reference to the Equality Act 2010.
- 3.10. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

### **4. Accessibility Plan**

- 4.1. The Accessibility Plan will be structured to complement and support the school's other policies (see 1.3).
- 4.2. The Accessibility Plan may be presented as a freestanding document.
- 4.3. Whitworth's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer

4.5. The intention is to provide a projected plan for a 3 year period

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. The Accessibility Plan will be published on the school website.

4.10. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

## **5. Equal opportunities**

5.1. Whitworth Community High School strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. Whitworth Community High School is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

5.6. Whitworth Community High School will ensure that extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

6.1. Whitworth Community High School will act in accordance with the Admissions Policy.

6.2. The school will apply the same entry criteria to all pupils and potential

pupils.

- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents/carers of pupil with EHCPs, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

## **7. Curriculum**

### 7.1 The current position:

At WCHS we believe that we have made good progress in many areas. It is believed that we:

- Are committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- Provide a supportive environment that encourages and supports all students.
- Provide pastoral support that is need led through key working with students.
- Develop resilience, self-belief and self- motivation to enable students to reach their full potential.
- Provide a safe, secure, disciplined and happy environment where all success is celebrated.
- Have established clear procedures for the identification and support of pupils with SEND.
- Provide detailed information on pupils with SEND to inform teaching.
- Provide a differentiated curriculum to meet student needs.
- Provide support where areas of the curriculum present a particular challenge for a pupil.
- Use academic data to inform planning and interventions.
- Use outside agencies to provide specific support to students to enable them to access education confidently. For example; specialist teaching services (Inclusion Solutions), educational psychology services, children and family well-being services, Understanding Autism Northwest and ELCAS.
- Complete rigorous primary school transition so that we can plan for students well in advance.
- Use Cognitive Ability Testing as to inform transition decisions and ensure students make expected progress.
- Use NGRT Reading/Spelling Age tests are used to track literacy progression, enabling the identification of specific weaknesses and implementation of necessary intervention.
- Provide an extensive extra curricula programme that meets the needs of all students to allow them to participate with a range of activities. We also take part in competitions held by Rossendale School Partnership for pupils with

- additional needs. For example; football, dodgeball, orienteering and dance.
- Ensure Teaching Assistants are used effectively both in the classroom and beyond.
- Implement Access Arrangements for external examinations (extra time, rest breaks, reader, chromebooks etc).
- Provide intervention to develop foundation literacy and numeracy skills, ensuring pupils are able to access and progress in core subjects.
- Continually review the options/careers guidance so that students select appropriate KS4 courses.
- Provide SEND specific training to associate staff and teaching staff.
- Provide teaching assistant support in key subject areas.
- Utilise a range of teaching methods and styles to facilitate access for all students. The SENDCo delivers regular staff briefings, sharing key information and guidance to support pupils with SEND
- Introduced a school counsellor to support the emotional development of students.
- Use specialist software to provide targeted support (chromebooks, brailnote, reading pens etc).

## 7.2 Priorities 2025-2026

- **To revisit inclusion vision**
- **Embed new SEND provision: Base, Focus, Empower and HLTA curriculum**
- **Monitor the impact of inclusion interventions**

## 8. Physical environment

### 8.1 The Current Position

- Whitworth Community High School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- We have a new building which is fully accessible and meets the DfE requirements.
- **There are designated disabled parking spaces in the main car park.**
- Disabled toilets are allocated on each floor of the building.
- All floors in the building are accessible via lift.
- We have wide accessible corridors and classroom spaces.
- There is a hearing loop in reception
- Accessible classrooms that have adaptations made for those in wheelchairs, for example, a food room with adjustable cooking facilities.
- There is a ramp to the outdoor area making it accessible to all.
- We have two defibrillators on site.
- Handrails are on all stairs.
- Clear signage around the building.

### 8.2 Priorities

- To review the site annually

## 9. Written Communication

### 9.1 The Current Position

- All key documents are made available on the school website and as paper

copies by request.

- Information regarding school matters is regularly communicated home via Edulink.
- Translators and interpreters are invited to school events if required.
- Private rooms are made available for meetings as required.
- Specialist teaching services are employed to support students/families with sensory difficulties- hearing service and visual impairment service.
- We are able to modify resources needed by visually impaired students.
- The SENCo is available to meet with individuals and complete telephone conversations for those where written communication is problematic.

## **10. Monitoring and review**

10.1. This policy will be reviewed when new legislation/guidance concerning equality and disability is published.

10.2. The Headteacher will review the policy in collaboration with the SENCO's support.

## Appendix A – Accessibility Plan

Whitworth Community High School is committed to removing barriers to pupil access both physical and learning.

*“A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities”*

The Governors recognise the duties placed upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings recognising its limitations so that there is increased access for disabled persons
- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Previous adaptations made to the school:

- Ramp to main doors of school
- Ramp access to Sports Hall
- Unisex disabled toilet near to Reception
- Lift access to main teaching block
- Disabled toilet, accessed with a key, in P.E. Area
- Electronic whiteboards in teaching rooms – it is recognised that children with learning difficulties and sight problems find it easier to learn when an electronic whiteboard is used
- Training of staff i.e. first aid, diabetes, epilepsy etc.
- Provision of a disabled parking bays

2023

We moved into the new school building at Easter 2023. This building meets DfE regulations.

## Curriculum

Target	Action	Outcome	Timescale	Success criteria	Monitoring/ Review
Develop a personalised curriculum for vulnerable students (SEN, FSM, LAC)	Review current curriculum pathways and provision	Curriculum matches pupil needs	Sept. 2021	Students develop independence and make good progress. Students receive full curriculum entitlement	Review of SEND curriculum complete. The SEND offer will be monitored and reviewed each year. Please see FIP.
Ensure staff trained in dealing with health related conditions (diabetes, medical conditions), behaviour & cognitive issues	Address training issues	Situations dealt with effectively. More highly trained staff	Sept. 2021	Pupils feel safe and supported	Ongoing Training takes place each year.
Ensure SOW and resources match needs	Audit	Needs of SEN pupils addressed	Sept. 2021	Improved attainment & progress of SEN pupils	Ongoing Review of SEND curriculum complete. The SEND offer will be monitored and reviewed each year. Please see FIP.

## Physical environment

We have moved into a new building which meets DfE requirements. No actions needed.

## Written Information

<b>Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success criteria</b>	<b>Monitoring</b>
Have written material / communication available to parents in alternative format	Questionnaire to stakeholders Seek advice / guidance	Range of information presentation identified and revised	Sept. 2021	Increased involvement in school Delivery of information improved	We are able to translate written information as needed.
Improved signage	Audit	New and more signage that Accessible for more SEND	Sept. 2021	Signage is informative and accessible	Complete