



## Accessibility Policy and Plan

<b>Date of last review</b>	January 2026
<b>Date of next review</b>	January 2029
<b>Policy type</b>	Statutory
<b>Policy owner</b>	SENDco
<b>Approval</b>	Local Governing Body – to be approved

## 1. Vision and Purpose

Winston Way Academy is committed to ensuring equality of opportunity for all pupils, staff, parents and visitors. We aim to remove barriers to learning and participation so that all members of our community can access education fully and achieve their potential.

The purpose of this Accessibility Plan is to set out how the school will proactively improve accessibility over time for disabled pupils, in line with its statutory duties.

The school is committed to working in partnership with families, the local authority and external agencies to support accessibility and inclusion for all pupils.

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## 2. Legal Framework

This Accessibility Plan is written in accordance with the **Equality Act 2010**, including **Schedule 10**, which requires schools to plan strategically to improve access for disabled pupils.

The Equality Act 2010 replaced all previous equality legislation, including the Disability Discrimination Act (DDA), bringing together all equality duties into a single legal framework.

Under the Equality Act 2010, the school has a legal duty to:

- not discriminate against disabled pupils
- make reasonable adjustments to avoid substantial disadvantage.
- plan in advance to improve accessibility across the school environment.

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## 3. Public Sector Equality Duty (PSED)

In carrying out its duties under the Equality Act 2010, the school also has due regard to the Public Sector Equality Duty, which requires the school to:



- eliminate unlawful discrimination, harassment and victimisation.
  - advance equality of opportunity between disabled and non-disabled pupils
  - foster good relations between disabled and non-disabled members of the school community.
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## 4. Definition of Disability

A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This includes, but is not limited to, pupils with:

- physical or sensory impairments
  - learning difficulties
  - autism spectrum conditions
  - mental health conditions
  - medical conditions
  - hidden impairments such as dyslexia or ADHD
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## 5. Scope of the Accessibility Plan

This plan addresses the three statutory areas required by Schedule 10 of the Equality Act 2010:

1. Increasing access to the curriculum
  2. Improving the physical environment
  3. Improving access to information
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## 6. Accessibility Action Plan (SMART)

**Plan period: 2025–2029**

Reviewed annually



## 6.1 Increasing Access to the Curriculum

SMART Objective	Actions	Responsibility	Timescale	Success Criteria
By January 2027, all staff will consistently implement reasonable adjustments to support disabled pupils	<ul style="list-style-type: none"><li>• Audit staff training needs</li><li>• Deliver annual CPD on inclusive teaching and reasonable adjustments</li><li>• Share good practice through peer observations</li></ul>	SENCo SLT	Audit: Spring 2026 Training: Annually	<ul style="list-style-type: none"><li>• 100% staff trained</li><li>• Lesson observations show effective adjustments</li></ul>
By January 2028, assistive technology will be embedded for identified pupils	<ul style="list-style-type: none"><li>• Audit assistive technology provision</li><li>• Provide staff training on accessibility tools</li><li>• Monitor use through pupil progress meetings</li></ul>	SENCo Computing Lead	Audit: Summer 2026 Training: Autumn 2026	<ul style="list-style-type: none"><li>• Regular use by identified pupils</li><li>• Improved engagement and progress</li></ul>

## 6.2 Improving the Physical Environment

SMART Objective	Actions	Responsibility	Timescale	Success Criteria
By January 2027, all classrooms will support safe and independent movement	<ul style="list-style-type: none"><li>• Introduce classroom accessibility checklist</li><li>• Termly environment walk-throughs</li><li>• Adjust layouts as required</li></ul>	SENCo Site Manager	Checklist: Spring 2026 Monitoring: Termly	<ul style="list-style-type: none"><li>• No accessibility concerns identified</li></ul>
By January 2029, emergency procedures will meet the needs of disabled pupils and adults	<ul style="list-style-type: none"><li>• Review PEEPs annually</li><li>• Maintain evacuation equipment</li><li>• Provide annual staff training</li></ul>	Site Manager SLT	Reviewed annually	<ul style="list-style-type: none"><li>• Successful drills</li><li>• Staff confident in procedures</li></ul>



## 6.3 Improving Access to Information

SMART Objective	Actions	Responsibility	Timescale	Success Criteria
By January 2027, key school information will be available in alternative formats on request	<ul style="list-style-type: none"><li>Identify key documents</li><li>Establish process for large print, visual or simplified versions</li><li>Publish accessibility statement</li></ul>	SENCo Office Manager	Process agreed: Summer 2026	<ul style="list-style-type: none"><li>Requests met promptly</li><li>Positive parent feedback</li></ul>
By January 2028, signage will support disabled pupils and EAL learners	<ul style="list-style-type: none"><li>Audit signage</li><li>Introduce consistent visual/symbol signage</li><li>Review as site develops</li></ul>	SLT SENCo	Audit: Spring 2027	<ul style="list-style-type: none"><li>Improved way-finding</li><li>Reduced reliance on adult support</li></ul>

## 7. Access Arrangements and Reasonable Adjustments

The school recognises its responsibility to identify, request and implement reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage, including for assessment and examinations where applicable.

## 8. Training

Accessibility and equality training will be provided regularly for staff and governors to ensure awareness of responsibilities under the Equality Act 2010 and to support inclusive practice.

## 9. Related Policies and Documents

This Accessibility Plan should be read alongside:

- Equality Policy
- SEND Policy and Information Report
- Behaviour Policy
- Health and Safety Policy
- Complaints Procedure
- Redbridge SEND Local Offer



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## 10. Monitoring, Review and Publication

- The Governing Body will keep this Accessibility Plan under regular review and will undertake a full statutory review in 2029, or earlier if required.
- The plan will be published on the school website and available in paper form on request.