ACCESSIBILITY PLAN 2026-2029

APPLICABILITY: All Staff

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REGULATORY REQUIREMENTS: 17b

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Last Review Date: 19 Aug 26

Next Review Date: 18 Aug 29

VISION STATEMENT

1. Under the Equality Act 2010 all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

   a. He or she has a physical or mental impairment; and

   b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

2. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headmaster. At Tettenhall College the Plan will form part of the School Buildings and Infrastructure section of the Strategic Plan and will be monitored by the Senior Leadership Team and evaluated by relevant Governors' committees.

3. At Tettenhall College we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

4. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date. The Accessibility Plan will be published on the School website.

5. Tettenhall College is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural and learning needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the School. The Senior Leadership Team and Governors will also ensure that adequate funding is made available to implement the plans laid out in this policy.

6. The Tettenhall College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and

anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

a. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

b. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe; and

c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

7. The Tettenhall College Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

8. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

a. Behaviour Policy;

b. Curriculum Policy;

c. Emergency Plan;

d. Equal Opportunities Policy;

e. Health & Safety Policy;

f. Equality Plan;

g. School Prospectus;

h. Strategic Plan;

i. Special Educational Needs Policy; and

j. Staff Development Policy.

9. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

10. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' Committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

11. The Accessibility Plan will be published on the School website. The Accessibility Plan will be monitored by the Senior Leadership Team and Governors' Committees.

12. The Accessibility Plan may be monitored by ISI during inspection processes in relation to Schedule 10 of the Equality Act 2010.

AIMS AND OBJECTIVES

13. Our Aims are:

a. Increase access to the curriculum for pupils with a disability;

b. Improve and maintain access to the physical environment; and

c. Improve the delivery of written information to pupils.

14. Our objectives are detailed in the Action Plan below. Reference in this document to "the School" includes Sixth Form, Senior School, Preparatory School and Nursery.

CURRENT GOOD PRACTICE

15. We ask about any disability or health condition in early communications with new parents and carers and also ask for details of medical or other conditions on the Registration Form. Where parents are disabled, appropriate steps will be taken so that they are able to access meetings with staff, parents evenings etc.

Physical Environment

16. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the School to which disabled pupils have limited or no access at the moment.

Curriculum

17. There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE

for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the School's policies and procedures, written and unwritten.

Information

18. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Counselling

19. The School provides an independent counselling service. Details of how to contact the counsellor are available to both day pupils and boarders. A nominated and appropriately trained member of staff is also available to mentor any pupils and liaises with the School counselling service as and when appropriate.

ACCESS AUDIT

20. Tettenhall College is spread across a site of 33 acres and has numerous buildings of varying age. Newer buildings such as the Preparatory School and Science Block extension to Jacks Block have been designed with physical access needs in mind. Both buildings have lifts to the first storey and in the case of Jacks Block a wheelchair lift is also provided. However, older buildings such as The Towers and the Boys Boarding House do not have lifts to upper storeys; however, physical access requirements will be taken into account when these buildings are refurbished as detailed in the School Strategic Plan. When refurbishment is planned in addition to improving access consideration will also be given to heating, lighting and acoustics to improve the experience for those with disabilities. An added complication is that the Towers is a grade 2* listed building and consultation will be required with English Heritage and the local Conservation Officer when refurbishing this building.

21. Disabled parking bays are provided both for School staff and also for visitors. A low-level desk has been fitted in Reception to accommodate those persons in wheelchairs. Disabled toilet facilities are available around the College. The School has internal emergency signage and escape routes are clearly marked.

22. The School has its own Surgery that is manned on a rota by 3 appropriately qualified nurses. Out of normal working hours support is provided by an on-call rota system. Separate sick bays are available for boys and girls. A First Aid policy is in place and a significant number of staff, both academic and support, are first aid trained.

MANAGEMENT, COORDINATION AND IMPLEMENTATION

23. We will consult with the School Nurses and when necessary, external experts when new situations regarding pupils with disabilities are experienced.

24. The Governors and Senior Leadership Team will work closely together to address any issues identified.

ACTION PLAN

Aim 1. To Increase the extent to which disabled pupils can participate in the School curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Task	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
SHORT TERM	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Immediately through to September 2029	Headmaster SLT	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Immediately through to September 2029	Headmaster All Teachers	Clear collaborative working approach
	To ensure that all disability and health issues are discussed with the School Nurses so that all needs can be met.	Ensure close cooperation and information sharing with the School Nurses.	Ongoing through to 2029	Headmaster All Teachers	Clear collaborative working approach

	Where appropriate, to establish close liaison with outside agencies for pupils with ongoing health needs.	To ensure close collaboration between all key personnel	Ongoing through to 2029	Headmaster All Teachers	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Employment of specialist advisory teachers. • Differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants. • Multimedia activities to support most curriculum areas. • Use of interactive ICT equipment. • Specific equipment sourced from occupational therapy.	Immediately through to September 2029	All Teachers	Advice taken and strategies evident in classroom practice.
	Purchasing of appropriate equipment	When purchasing new equipment consideration should always be given as to whether it can be used by both able-bodied and disabled persons	Immediately through to September 2029	All staff	Increased usage of equipment by all pupils

	Task	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review the attainment of all SEN pupils	SENCO/class teacher/pupil progress Scrutiny of assessment system Regular liaison with parents	Annually	SENCO Class teachers	Progress made towards targets Provision mapping shows clear steps and progress made
	Promote the involvement of disabled students in classroom discussions/activities. To take account of variety of learning styles when teaching.	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): • Wheelchair access • Screen magnifier software for the visually impaired • Alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the School so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole School approach	Variety of learning styles and multi-sensory activities evident in planning and in the classroom. Ensuring that the needs of all disabled pupils, parents and staff are represented within the School.

	Task	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To annually evaluate and review the above short and long-term tasks	See above	Annually	SLT Governors	All pupils making good progress
	To deliver findings to the Governing body	Planning and Estates and Education Committee meetings	Termly and through to September 2029	SLT Governors	Governors fully informed on issues and progress

Aim 2. To improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.

	Task	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensure visually stimulating environment for all children.	Colourful lively displays in classrooms and play areas.	Immediately through to September 2029	SLT Teaching staff Support staff	Lively and inviting environment maintained
	Ensure that the medical needs of all pupils are met fully within the capabilities of the School	• Constantly review requirements and establish individual protocols where necessary.	Immediately through to September 2029	All Teaching Staff School Nurses	All needs met
	Ensure disabled parents have every opportunity to be involved	• Utilise disabled parking bays for disabled to collect and drop off children. • Arrange interpreters from RNID to communicate with deaf parents. Adopt a more proactive approach to identifying the access requirements of disabled parents.	Immediately through to September 2029	All staff	Parents not discriminated against and are encouraged to take interest and be involved in their children's education

	Task	• Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links and usage	School to continue to forge close links with other local Schools and community groups eg local sports clubs and drama groups.	Ongoing	SLT All staff	Continued or increased use of facilities eg Tettenhall Wood Special School use of Forest School Area.
	Task	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
LONG TERM	Improve physical environment of School	The School will take into account the needs of pupils, parents, staff and visitors with physical difficulties and impairments when planning and undertaking the refurbishment programme. This will include improved access, lighting and more accessible fixtures and fittings.	Ongoing through to September 2029	SLT Governors	Enable needs to be met where possible
	Ensure driveway, roads and paths around school are as safe as possible	• Routine maintenance plan enforced together with regular checks of areas. Adverse weather plan to be used when adverse conditions encountered.	Ongoing through to September 2029	Bursar Site Manager Support Staff	No accidents

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Aim 3. To improve the delivery of information to disabled pupils and parents.

SHORT TERM	**Task**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	Ensure all pupils with ASD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD pupils. INSET training for staff.	Immediately through to September 2029	All teaching staff	ASD pupils able to access the curriculum
	Improve communication with parents with hearing or sight impairment	Interpreters provided as and when necessary Parents with sight impairment provided with verbal information	Immediately through to September 2029	Teaching Staff SLT	More effective communication
MEDIUM TERM	**Task**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	ICT Access	Ensure that training is available in the use of the accessibility functions in the Windows software package.	Immediately through to September 2029	All staff IT Technician	Improved access to information
	Improve access to written material for pupils, visitors and	• Investigate symbol software to support learners with reading difficulties.	By end September 2029	SLT Governors	Improved access to information

	parents	• Raising awareness of font size and page layouts to support pupils with visual impairments • Used coloured paper for all written communication to support pupils and parents who have scotopic sensitivity. • Audit of School library to ensure the availability of large font and easy read texts. • Audit of signage around the School to ensure that it is accessible to all.			
	Review of pupils records ensuring School's awareness of any disabilities.	• Information collected about new pupils. • Annual reviews and medical forms updated. • Significant health problems highlighted to all staff.	By end September 2029 then ongoing	School Nurses SLT Teaching Staff	All staff aware of disabilities of children in the classes

APPROVED BY:	
SIGNATURE	
NAME	
DATE	