



Windsor Academy Trust

Policy: Accessibility Policy and Plan	
Date Approved:	6th November 2025
Date Effective:	6th November 2025
Date due for review:	6th November 2026
Approval Level:	People and Culture Committee

DOCUMENT CONTROL	
VERSION NUMBER:	V 1.0
POLICY STATUS:	STATUTORY POLICY
POLICY TYPE:	TRUST WIDE
REQUIRED TO PUBLISH:	YES
POLICY LEAD:	CHIEF OPERATING OFFICER

VERSION CONTROL		
VERSION	DATE	CHANGES
V 1.0	06.11.2025	SCHEDULED REVIEW

Accessibility Policy (and Plan)

1. Introduction

- 1.1 The Accessibility Policy and Plan is a statutory document, as outlined in the Department for Education's guidance on statutory policies for schools. The policy/plan must be reviewed every three years.
- 1.2 WAT is committed to treating all its pupils and students fairly and with respect. This involves providing access and opportunities for all pupils and students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
- 1.3 **Windsor Academy Trust (WAT) is committed to:-**
 - Providing inspirational and exciting learning environments that enable full curriculum access, where all children and young people can develop an enthusiasm for life-long learning and which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
 - Taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the Trust.
 - Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.
- 1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. Assurance that WAT and our schools comply with the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) will be provided periodically to the People & Culture Committee in order to ensure compliance with that duty.
- 1.5 This policy has been developed in consultation with our individual academies, staff members and Directors.

2. Legislation and guidance

- 2.1 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 2.2 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.
- 2.3 Academies are required to make 'reasonable adjustments' for pupils and students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil and student faces in comparison with non-disabled pupils and students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.4 This policy complies with our funding agreement and articles of association.

3. Purpose of the Accessibility Plan

3.1 Each academy is required to develop an Accessibility Plan. The purpose of the Accessibility Plan is to:

- Increase the extent to which disabled pupils and students can participate in the curriculum.
- Improve the physical environment of the academy to enable disabled pupils and students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils and students.
- Remove barriers to learning and participation through proactive planning and provision
- Foster a culture of inclusion, where all pupils and students are treated with dignity and respect
- Ensure equal access to all aspects of school life, including extracurricular activities, school trips and assemblies
- Collaborate with parents, carers and external agencies to provide tailored support for pupils and students with specific needs
- Develop staff understanding to respond to a range of access needs through training and Continued Professional Development (CPD)

3.2 The Accessibility Plan will be used to inform other academy 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.

3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:

- Increase access to the curriculum for pupils and students with a disability, expanding the **curriculum** as necessary to ensure that pupils and students with a disability are as, equally, prepared for life as are the able-bodied students; (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 academy such as participation in after-school clubs, leisure and cultural activities or school's visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils and students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case by case basis.

- Improve the accessibility of **written information** to students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Roles and Responsibilities

Achieving accessibility is a shared responsibility. Key roles include:

- **Headteacher** - Leads the strategic vision for inclusion and ensures this policy is implemented effectively across the school. Oversees training, resource allocation and communication with stakeholders.
- **Special Educational Needs and/or Disability Coordinator (SENDCO)** - Plays a central role in assessing pupil and student needs, coordinating support services and liaising with staff, parents and external agencies. Ensures that EHCPs (Education, Health and Care Plans) or equivalent documents are implemented and reviewed.
- **Teachers and Support Staff** - Responsible for planning and delivering accessible lessons and identifying potential barriers to participation. All staff are expected to promote an inclusive ethos and seek support when needed.
- **Parents and Carers** - Provide valuable insight into their child's needs and work collaboratively with the academy to identify effective support strategies.
- **Pupils and Students** - Are encouraged to express their views about what works well and where improvements can be made. Their voice is central to creating an inclusive academy environment

5. Links with other policies

5.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils and Students with Medical Conditions Policy

6. Monitoring and Review arrangements

6.1 This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The school's Accessibility Plan will be approved and monitored by the Headteacher and Senior Leadership Team.

Monitoring is carried out through:

- Feedback from pupils and students, parents and staff.
- Analysis of pupil and student progress and participation data.
- Review of complaints or incidents related to accessibility.
- Reports to committees.

Where necessary, updates are made in consultation with stakeholders, including parents/carers and pupils and students with disabilities.

Access to information including planning to make written information available to pupils and their parents, taking account of pupils' disabilities and pupils' and parents' preferred formats

Targets	Strategies	Outcomes	Timeframe
<p>All communication to be available to all stakeholders in a format that they are able to access. Upon notification, communication to be available in large print, braille or audiotape, provision orally through speaking or sign language or through a recognised symbol system, alternative languages and electronically. Where appropriate, external translators will be sourced.</p>	<p>Communication amended to alternative formats as required.</p>	<p>All stakeholders are able to access information in their preferred format.</p>	<p>ASAP</p>

2. Access to the Physical Environment including physical aids to access education

Targets	Strategies	Outcomes	Timeframe
<p>To address access improvements and identify necessary physical aids to enable children to access education in the classroom.</p>	<p>Arrange an Accessibility Audit. Purchase physical aids as required to take into consideration any points identified.</p>	<p>Milton Primary Academy's premises continue to provide safe and suitable access to all stakeholders. Physical aids are available to all children as necessary to access the curriculum.</p>	<p>Ongoing as needs arise.</p>

Access to the Curriculum including teaching and learning and the wider curriculum of Milton Primary Academy, e.g. after-school clubs, leisure and cultural events or educational visits

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	<p>To ensure that at Milton Primary Academy, all staff are aware of the commitment to fulfil the specific focus of access to the curriculum.</p> <p>To ensure teaching and learning is accessible through classroom organisation and support, especially deployment of staff, and timetabling common curriculum options.</p>	<p>Review of Milton Primary Academy's Accessibility Policy.</p> <p>Discussion of resulting implications with reference to existing roles and responsibilities e.g.</p> <p>Subject Leaders.</p> <p>Necessary changes to existing documentation such as policies.</p> <p>Deployment of Classroom Practitioners to support relevant pupils.</p> <p>Homework provision in a preferred format.</p>	<p>Staff are able, throughout the academic year, to consider and adapt areas of the curriculum as necessary to ensure we fulfil the requirements of 'Equality Act, (2010)'.</p> <p>All pupils supported, as necessary, via identification of needs and matching provision.</p>	<p>During the planning process, staff make changes to learning to ensure that all pupils are accessing the curriculum at a level that matches their level of understanding and needs.</p> <p>Deployment of teaching assistants to support teaching and learning.</p>	

<p>Medium Term</p>	<p>To ensure that Milton Primary Academy's CPD programme provides all staff with detailed and updated information of any developments within the area of Inclusion.</p>	<p>The headteacher, with support from the Academy's Special Education Needs Co-Ordinator, to identify training needs through use of information gained during performance management meetings; monitoring of provision of special educational needs; and in response to the Academy Development Plan (ADP).</p>	<p>All Staff have an appropriate level of knowledge and skill that will enable them to carry out their role effectively.</p>	<p>Training as necessary.</p>	
<p>Long-Term</p>	<p>All Milton Primary Academy documentation will support Access to the Curriculum.</p>	<p>Subject Leaders to amend policies appropriately when reviewing policies as part of the annual process detailed in the ADP.</p>	<p>All Milton Primary Academy documentation will ensure that 'Equality For Pupils' is included.</p>	<p>Changes to policies completed.</p>	

