



WICKERSLEY
PARTNERSHIP
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Foljambe Primary School

Accessibility Policy

DATE: November 2025

OWNED BY: Executive Improvement Partner

APPROVED BY: Trust Board

WICKERSLEY PARTNERSHIP TRUST

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



1. Introduction and Strategic Rationale

As a governing body, we must proactively ensure that all students, staff, and visitors, regardless of disability, have equitable access to education, facilities, and information. This is not only an ethical imperative aligned with our institutional values but also a statutory requirement under key legislation (e.g., the Equality Act 2010 in the UK, or equivalent national non-discrimination laws).

A reactive approach to individual student needs is insufficient and carries legal risk, particularly concerning disability discrimination claims. Therefore, we propose formalising a comprehensive Accessibility Policy and an accompanying three-year action plan. This will transition our organisation from compliance only to a strategic culture of inclusion and Universal Design for Learning (UDL), enhancing educational outcomes for all pupils.

2. Aims and Scope of the Accessibility Policy

The primary purpose of the Accessibility Policy is to establish the overarching commitment and principles for ensuring non-discrimination and reasonable adjustments across the school estate.

Core Aims:

1. **Increase Participation in the Curriculum:** To ensure that disabled pupils can participate in the curriculum and the broader range of educational opportunities (including extra-curricular activities, school trips, and assessments) to the same extent as their non-disabled peers.
2. **Improve the Physical Environment:** To continuously improve the physical environment of all school sites, enabling disabled pupils, staff, and visitors to take full advantage of the education, benefits, facilities, and services provided.
3. **Enhance Information Delivery:** To systematically improve the delivery of information that is normally provided in writing to pupils, staff, parents, and visitors, ensuring it is made available in accessible formats and within a reasonable timeframe, accounting for individual needs (e.g., large print, Braille, digital text-to-speech formats).

Scope and Monitoring:

The policy will apply to all maintained schools and academies under the Trust/MAT governance. The Board is responsible for the approval, resourcing, and annual monitoring of the associated Accessibility Plan, ensuring it aligns with our wider strategic and budgetary goals.

The policy will refer to the following legislation: The Equality Act replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act.

It extends protection from discrimination in some areas and has placed new duties on schools. (For further information, see the Equality and Diversity Policy.)

The Act makes it unlawful for the school and the school's governance committee to discriminate against, harass, or victimise a pupil or potential pupil in relation to:

- Admissions
- The way we provide education for pupils
- The way we provide pupils access to any benefit, facility or service

- By excluding any pupil or subjecting them to any other detriment

The protected characteristics are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;

There is still a requirement to have an accessibility plan outlining how we intend to improve access for disabled pupils to the physical environment, the curriculum, and written information.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows: -

- The definition of disability is less restrictive.
- Direct discrimination can no longer be defended as justified;
- Failure to make a reasonable adjustment can no longer be defended as justified;
- From September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

This plan sets out the proposals of Foljambe and the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- A. Increasing the extent to which disabled pupils can participate in the school curriculum;
- B. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- C. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

3. The Required Three-Year Implementation Plan

The Accessibility Plan acts as the operational roadmap for achieving the Policy's aims. It must be a living document, reviewed annually and revised fully every three years. The plan must be structured around the three statutory duties outlined above.

Duty Focus	Key Strategic Objectives (Examples)	Deliverables & Metrics
1. Access to the Curriculum (Teaching and Learning)	Shift to Inclusive Pedagogy: Embed inclusive teaching practices (Wave 1 Quality First Teaching) and reduce reliance on segregation or auxiliary support where possible.	CPD: 100% of teaching staff trained in Universal Design for Learning (UDL) principles within Year 1. Resource Audit: All digital learning resources (VLE, web content) comply with WCAG 2.2 AA standards by the end of Year 3.
2. Access to the Physical Environment	Improve Mobility & Safety: Address physical barriers to entry, movement, and evacuation across all school buildings, prioritising older structures.	Audit: Complete accessibility audit (including routes, toilets, and signage) for all sites in Year 1. Action: Install visual and auditory fire alarm systems in all main halls and public areas by Year 2.
3. Access to Information	Standardise Accessible Communication: Ensure all key school documentation, including prospectuses, policies, and newsletters, is available in multiple accessible formats upon request.	System: Implement a centralised system for generating accessible communications (e.g., automated large print, screen reader-friendly PDFs) by the start of Year 2. Stakeholder Engagement: 90% satisfaction rate from disabled parents/carers on information accessibility in the annual survey.

4. Resource Allocation and Governance

Successful implementation requires designated leadership and adequate resources:

- Lead Responsibility:** The plan's implementation and accountability will be delegated to a specific Senior Leader (e.g., the Head of Inclusion or the Compliance Officer), with regular progress reports submitted to the Board.
- Budgetary Commitment:** Dedicated capital expenditure (CapEx) must be allocated over the three-year cycle to address physical environment improvements (e.g., ramps, accessible toilets, improved lighting/signage). Operational expenditure (OpEx) must fund staff training and accessible technology (assistive technology and software licenses).
- Consultation:** The plan must be developed and reviewed in consultation with key stakeholders, including the SENDCO/Inclusion Manager, Premises Manager, relevant staff, parents of disabled pupils, and the pupils themselves.

This strategic proposal ensures that our organisation is meeting its legal obligations while establishing a world-class standard of inclusion and equity for every member of our community.

Recommendation: The Board is requested to approve the Accessibility Policy and authorise the drafting and resourcing of the detailed three-year Implementation Plan.





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