



Anthony Gell
— School —

ACCESSIBILITY PLAN

Approval Level	Date of Issue	Minute No/Version	Date of Review
Local Governing Team	10 th March 2026	1749/26	March 2027

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Statement of intent

This plan outlines how Anthony Gell School aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents / carers.
- The headteacher and other relevant members of staff.
- Local governing team
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Local Governing Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCo will be responsible for:

- Working closely with the Headteacher and governing board to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their disability.

3. The Accessibility Audit

The local governing board will, with the support of and through the actions of senior leaders in school, undertake regular Accessibility checks/audits. These checks will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the local governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

4. Action Plan - Access to Curriculum

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENDCo	On going	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for hearing impaired students	In line with current needs
Intervention training for staff	SENDCo	Annually and when required	Support staff able to work with increased knowledge and provide appropriate resources for students	In line with current needs
Regular learning support meetings to take place to assess and address student needs.	SENDCo	Via annual EHCP assessment	Student needs reviewed and being addressed.	In line with students' personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	Assistant Headteacher i/c CPD	Annual cycle and additional training as reqd.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Yes – half termly. Student specific and Disability specific (VI/HI/PI) happens each September
Staff trained to meet individual medical needs of students where applicable.	Headteacher	On going	Staff completed training for specific needs – Updates given to all staff with access to files available	Epi pen training and diabetes awareness training for relevant staff in line with student needs

5. Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school is accessible to all.	Headteacher SBM	Ongoing	The environment is adapted to the needs of students	No – Completion of work for adaptations ongoing – some classes have narrow door frames for wheelchair users
Develop a disabled access toilet	Headteacher		A disabled access toilet available at Pastoral Base	Yes - Summer 2021
Emergency systems to have visual alarms	Headteacher		Visual alarms – flashing lights on our alarms	Yes
Internal corridor doors are accessible for wheelchair users.	Headteacher		Newly installed corridor doors are wheelchair accessible, with many now automated access for individual use	Yes

6. Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand student needs and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENDCo	Ongoing	Students have access to curriculum information and all other school information in a format that meets their needs	Ongoing
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher	Ongoing	Students are able to navigate the school regardless of any disability	No – for consideration
The school makes itself aware of the services available through the Local Authority for converting written information into alternative formats	SENDCo	Ongoing	Students have access to curriculum information and all other school information in a format that meets their needs	Ongoing
The school uses communication tools to raise awareness of Equality and accessibility	Headteacher	Ongoing	School Newsletter, internal bulletin, intranet and posters are available as required.	In place

7. Monitoring and review

This plan will be reviewed on an annual basis by the local governing board and Headteacher. The next scheduled review date for this plan is Marcy 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.