



Accessibility Policy

Responsible Staff	HS
Governors Committee Responsible	Full Governing Board
Date Approved	March 2024
Review Date	March 2025

Table of Contents	
Aims	Page 3
Legislation and guidance	Page 3
Action plan	Page 4
Monitoring arrangements	Page 6
Links with other policies	Page 6
Appendix 1: Accessibility Audit	Page 7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Exhall Grange Specialist School most pupils have been or are likely to be deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

Exhall Grange School will:

- Not treat pupils with disabilities less favourably; and
- Take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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.

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. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development.</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person/s responsible	Success criteria	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils, ensuring pupils needs are being met according to their EHCP.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>External links with local authority VI, OT, S&L</p>	<p>Short Term:</p> <p>Mid/Long Term:</p> <p>All pupils EHCPs to be informed and reviewed by appropriate professionals e.g. occupational therapists. All professionals to have input into EHCP review rather than producing a standalone report.</p> <p>Link in with local authority commissioned MSI lead</p>	<p>Encourage more expectations of external professionals' input into review of EHCPs.</p> <p>Liaise with external professionals on a regular basis</p>	<p>SLT</p>	<p>To improve access to the curriculum with specialist advice for all pupils</p>	<p>July 2025</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Shelving at wheelchair-accessible height • Computer stands • Height adjustable tables • Hoisting (Track hoisting, mobile hoist, specialised trampoline hoist) <p>All pupils can safely access the swimming pool</p>	<p>To ensure the physical environment is fit for purpose and meets all pupils needs</p>	<p>Constantly reviewing the physical resource action plan</p>	<p>Headteacher/ Business Director</p>	<p>All pupils are able to access and enjoy all the physical spaces/resources</p>	<p>December 2025</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Lancaster: 2 Storey Building Canterbury: 2 Storey Building Main School: 2 Storey Building Pod: 1 Storey Building York: 1 Storey Building The Hive: 1 Storey Building North Bock: 1 Storey Building	N/A		
Corridor access	All corridors are wide enough to accommodate pupils with physical disabilities and their equipment.	All equipment in corridors to be kept to a minimum to ensure smooth access to corridors.	Site Manager	Ongoing
Lifts	York Building: There is a lift to access the stage	Procure fire protected lifts for Lancaster and Canterbury Buildings.	SBD	When funds are available
Parking bays	School site has 4 disabled parking bays and a yellow gridded area for pupil drop off and collection by specialist transport.	N/A		
Entrances	The entrance hall is wide, and the doors can be opened to accommodate the largest of equipment necessary for children and/or staff with physical disabilities. There are 22 automatic doors across site, most building entrances/exits have automatic doors.	N/A		
Ramps	Emergency exit ramp access from 2 nd floor to primary playground. Ramp access within main school. Ramps from primary playground to secondary (Cathedral steps).	Ramp into C4 Ramp into Lancaster		
Toilets	School site: Dedicated hygiene rooms that accommodate children with physical disabilities are in main school. A number of these rooms have personal ceiling hoists within them.	N/A		

Reception area	School site: Although the physical environment is large and accommodate equipment well, signage and information could be given in other ways to enable pupils and visitors ease of access.	Audit of messages/signage in reception area to take place and action plan detailed and implemented. Widget door signage to be secured.		
Internal signage	We adopt a total communication environment, and our signage supports this.	Accommodate Braille door signs across school site.	VI Team	
Emergency escape routes	All escape routes have designated signage with emergency lighting in the event of power outage. Evac chair on top corridor. BEEP takes disabled people into consideration. First Aid provision	Ensure staff on top corridor receive EVAC chair training. Disability focused lifesaving first aid is taught to appropriate staff i.e. Dysphagia training.	LB/KR	Ongoing