



# **Charlton School Accessibility Policy 2025-2028**



## **Accessibility Policy & 3-Year Plan (2025–2028)**

**Policy owner: Assistant Vice Principal: Inclusion (SENCO)**

**Approved by: Governing Board**

**Approval date: [July 2025]**

**Next review: [July 2028] (or earlier if required)**

**Applies to: All staff, pupils, parents/carers, visitors and contractors**

### **1) Our Aims & Values**

Charlton aims to treat all pupils fairly and with respect, providing access and opportunities for all without discrimination. We will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school so disabled pupils can take better advantage of education, facilities and services.
- Improve the availability and delivery of accessible information.

Our values respect, responsibility and resilience lie at the heart of the diverse, inclusive community we strive to create.

We work in partnership with families, the Local Authority, health services, and specialist partners to implement this plan and the local Telford & Wrekin SEND Local Offer.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also 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.

Telford and Wrekin's Accessibility Strategy can be found here:

[http://www.telfordsend.org.uk/localofferservices/info/1/home/65/accessibility\\_strategy](http://www.telfordsend.org.uk/localofferservices/info/1/home/65/accessibility_strategy)

Telford and Wrekin's information about supporting children with medical conditions at school can be found here:

[http://www.telfordsend.org.uk/localofferservices/info/1/home/7/supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions](http://www.telfordsend.org.uk/localofferservices/info/1/home/7/supporting_pupils_at_school_with_medical_conditions)

Charlton's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **2. Current Range of known disabilities**

- The school has children with a range of disabilities to include moderate and specific learning disabilities.
- We have a small number of students who have a hearing and visual impairments.
- We have a nurturing environment for students with speech and language and communication difficulties and social, emotional and mental health difficulties.
- We have students and parents who are wheelchair users.

## **3. Legislation and guidance**

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 4. Monitoring & Responsibilities

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

It will be approved by the governing board and the Principal – Sarah Barton

- Governing Board: approves, monitors and resources the plan (including through budget processes) and publishes related equality information/objectives.
- Principal & SLT: ensure implementation across curriculum, environment and communications; integrate plan actions into School Improvement Planning.
- SENCO (Assistant Vice Principal: Inclusion): lead on curriculum access, graduated response, staff training, assistive technology, and plan monitoring.
- Site & Operations Team: maintain physical accessibility (lifts, ramps, evac-chairs, accessible bays) and manage PEEPs.
- All staff: apply Quality First Teaching, make reasonable adjustments, and use accessible communication formats.

## 5. Links with other policies

This policy and plan meet the requirements of:

Equality Act 2010, Schedule 10 (Accessibility Plans) — duty to prepare, publish, review, resource and implement an accessibility plan.

DfE Equality Act guidance for schools (non-statutory advice).

Public Sector Equality Duty (PSED) — publish information and objectives; have due regard to eliminate discrimination, advance equality, and foster good relations.

SEND Code of Practice (0–25) — statutory guidance on SEND identification and support.  
[gov.uk]

Supporting pupils with medical conditions at school — statutory guidance under s.100 Children and Families Act 2014.

Reasonable Adjustments for Disabled Pupils (EHRC Technical Guidance) — including auxiliary aids and services.

We also align with the Telford & Wrekin SEND Local Offer and area strategies.

## 6. Charlton's Current Accessibility (Summary)

Physical environment: ramps, elevators, accessible corridors, disabled parking bays, accessible toilets/changing; library shelves at wheelchair-accessible height

Curriculum access: graduated approach, tailored resources, tracking and targets via Individual Support Plans; strong Quality First Teaching.

Information access: internal signage, large print, pictorial/symbolic materials; interpreters as needed.

## **7. Curriculum Access**

We provide differentiated curricula and reasonable adjustments so disabled pupils can participate fully, with a graduated response and high expectations for progress and outcomes. We will continue to use individual plans and robust data tracking to monitor curriculum access and impact.

## **8) Accessible Information & Communication**

We will ensure information is provided in accessible formats (e.g., large print, audio/recorded materials, plain language, translated versions), and maintain a website that conforms to WCAG 2.2 AA wherever feasible.

Parent/carer communications will include digital channels (e.g., text/email) alongside paper where appropriate, and interpreters/signers will be provided when required.

## **9) Physical Environment & Safety**

We will maintain and improve physical accessibility, including lift access protocols (adult escort where needed), regular checks of disabled bays, and evacuation chair training/PEEPs for pupils and staff who need them.

## **10) Educational Visits, Clubs & Extended Curriculum**

We will proactively include pupils with disabilities in trips, clubs, sports and events, supported by risk assessments and reasonable adjustments (e.g.gradient steps, accessible changing).

## **11) Mental Health & Emotional Wellbeing Accessibility**

We will continue to embed a whole-school mental-health offer (e.g., CAMHS referrals, lunch clubs, nurture/sensory activities, reduced/amended timetables where appropriate, parent learning), ensuring access for pupils with mental health needs.

## **12) Medical Conditions**

We will meet the statutory duty to support pupils with medical conditions through individual healthcare plans, trained staff, safe medicines management, emergency procedures and trip planning. [gov.uk]

## **13) Data, Monitoring & Publication (PSED)**

We will publish equality information and equality objectives, and we will monitor access, participation and outcomes to inform targeted actions and report to governors annually.

## **14) Complaints**

Concerns relating to accessibility are covered by the school's complaints procedure and will be addressed promptly and fairly.

### **15) Training & Awareness**

We will provide regular staff training on the Equality Act duties, reasonable adjustments (including auxiliary aids/services), inclusive pedagogy, assistive technology, and any role-specific training (e.g., evac-chair, medical).

### **16) Review & Publication**

This policy will be reviewed every three years (or earlier if needed), approved by Governors, and published on the school website in accessible formats on request.

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

<b>Area for Development</b>	<b>Action points</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Training for teachers on identifying and addressing barriers to learning	CPD to take place on communication and SEN barriers	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Training throughout academic year.	Increase in access to the National Curriculum; pupils able to access work more independently
Refresher training on supporting the needs of learners who are hearing (and visually) impaired	Inclusion update information to contain strategies to support HI (and VI) pupils; learning walks; additional CPD as needed	Pupils who are HI (or VI) can access the curriculum with targeted support and where possible, independently	Training throughout academic year	Increase in access to the National Curriculum; pupils able to access work more independently
Wider use of assistive technology in the classroom	Update existing laptops and explore other options such as tablet computers.	Pupils can access more information and support through assistive technologies such as tablet computers	In place for September 2025.	Increase in access to the National Curriculum; pupils able to work more independently
To work actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing.	LAC Lead to represent children in care within school planning meetings. Family support liaison role created.	Attendance to school and participation in the curriculum and trips to be supported.	Family support liaison role in place.	Improved in school attendance and participation within the curriculum and extra-curricular activities.

<b>Area for Development</b>	<b>Action points</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Accessibility of lesson resources – printed, online, concrete etc	Departments to audit their resource banks and ensure that basic requirements (such as font style/size/colour) are met.	Lesson resources are fully accessible for all learners.	Fully in place for academic year.	All learners can access learning materials within the lesson independently.
Accessibility of language – written and spoken. That complex language is not over-simplified for less able pupils.	Training for teachers and LSA's on language structure and techniques to use to break down complex language so that the core ideas are still communicated.	Complex language is broken down and scaffolded as normal practice.	Fully in place for academic year.	All learners experience to same complexity of language and are supported in their understanding of it.
Access to learning materials outside of school, particularly for learners with part-time attendance	Development of online curriculum materials.	A basic core curriculum can be supported by additional learning materials which can be accessed in school or from home.	Fully in place for September 2025.	Pupils who are unable to attend school can more easily access work missed, reducing the need for teachers to set additional work.

<b>Area for Development</b>	<b>Action points</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Quiet, safe area available for pupils with autistic spectrum disorders and SEMH needs within the inclusion department	Current spaces to be re-evaluated and a room where sensory needs can be managed will be created.	Pupils with ASD or SEMH needs have a safe room to go to when needed, where they are discretely supervised.	Fully in place by September 2025.	Pupils with significant ASD and SEMH needs are safe within school and more likely to succeed in their learning
Distinct zones for supporting pupil's with different needs	Current spaces to be re-evaluated and to create distinct zones for 1:1 mentoring, small group interventions and academic learning spaces.	Pupils with SEND have access to a safe, supervised drop in space during the day. Withdrawal groups have dedicated and appropriate teaching spaces.	Fully in place by September 2025.	Pupils with a wide variety of different SEND are able to learn, self-regulate or receive therapy in an appropriate environment.
Increase number of EVAC chairs supporting the increase of need	Annual training for staff to ensure the safe exit of students in case of emergency	Pupils with SEND can access the provision and learning across the whole school	Fully in Place by October 2025	Pupils with SEND experience the full curriculum offer.

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