

Accessibility Plan

2025/2026

Date of Approval:	1 October 2025
Approved by:	Draft – Awaiting LAB Approval
Date of next Review:	1 October 2026



Contents

1. Aims

All schools are required under the Equality Act 2010 to implement an accessibility plan. This policy aims to ensure that;

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

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

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff, and visitors.

Washington Academy recognises its duty under The Equality Act 2010:

- not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat students with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- to publish an accessibility plan that will increase access to education for students with disabilities

Washington Academy recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities and respects the parents' and the child's right to confidentiality.

Washington Academy ensures a high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning through:

- intelligent sequencing,
- knowledge organisers
- highly tailored learning activities
- effective formative assessment

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

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

We have included a range of stakeholders in the development of this accessibility plan, including Washington Academy LAB members.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Disability is defined by The Equality Act 2010: "A person has a disability 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 carry out normal day to day activities".

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 pupil. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The academy recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

AIM	TARGET	STRATEGIES	Date of Review	RAG 2025-26
Access				
Washington Academy to be fully accessible to those with sensory impairments and or physical disabilities, including fine and gross motor impairments.	Ensure a disabled parking bay is always accessible.	Site assessments – completed and documents dated by Site manager and risk assessments completed for Individual pupils, when required.	July 2024	Implemented
No students to be absent on the basis of lack of accessibility to the building and environment, including expectations.		ABC meetings used to address any concerns over school accessibility.	September 2024	Implemented
No student applicant turned away based on lack of accessibility to the building environment.			July 2024	
Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated personal Emergency Evacuation Plans (PEEPS) and this is communicated to staff, student and parent.	Accessibility to all areas/rooms in the school building	PEEPs shared in Edukey/Arbor for staff to read/ shared with parent and updated when required.	Sept 2024	Implemented
Intimate Care				

Ensure all intimate care procedures are in line with the intimate care policy and care plans for intimate care are clear and up to date. Ensure personal care room is checked and maintained and compliant. Ensure any hoists and slings are maintained / checked yearly as per regulations and are compliant. Physiotherapist advice to guide and support personalised		Site manager to check all accessible toilets/rooms are maintained to a high standard for students/ staff/visitors' access.	July 2024	Implemented Developing further Developing further Implemented
Curriculum Access				
Increase confidence of staff in differentiating the curriculum - identifying and provide training on differentiation/ adaptations and recording methods. Ensure all staff are aware of curriculum access via student overviews, information sharing with all agencies and support services.		Staff access to student overviews and medical information for all relevant students on Class Charts via Edukey. Weekly SEND and pastoral update is circulated to all	July 2024 July 2024	Implemented Implemented

All School Visits and trips to be accessible to all. Review curriculum areas to Be inclusive of disabilities and take account of children with disabilities. Ensure all disabled students participate equally in roles and responsibilities e.g., leadership programs. Ensure disabled students participate equally in after school and lunch time activities. Recommendations made by sensory impairment team are implemented and reviewed as per new information (individual students overview) Include discussions of access to information in all annual reviews. Interpretation available for parents where required. Review information to parents		Accessibility of all trips to be considered on all trips offered to students at Washington Academy.	July 2024	Implemented
		SEND action plan in place from December 2020	December 2024	Implemented
		Increased liaison with heads of department, teaching staff and director of personal development to track opportunities and engagement of all students.	July 2024	Implemented
		Close links with Together for Children LA SEND team and relevant external agencies.	July 2024	Implemented

