Accessibility Plan
Wymondham College

Plan Holder:	Emma Arrand
Date of Issue:	**26/09/2026**
Review Period:	Three Years Or earlier in the event of a significant event or material change.
Target Review Date:	26/09/2029
Legislation or regulation:	Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

This plan is available on our school website and is available on request from the school office.

Signature Emma Arrand Date: 28/10/2026

Ms Emma Arrand, Principal

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SECTION 1: SAPIENTIA EDUCATION TRUST (SET) STATEMENT OF INTENT

1.1 **The Equality Act 2010** replaced all existing equality legislation, including the Disability Discrimination Act. The Act requires schools to produce an Accessibility Plan that identifies the action they intend to take over a three year period to increase access for those with a disability in three key areas. This plan will be published and evaluated periodically. The three key areas are:

Increasing the extent to which disabled students can participate in the school curriculum

SET are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability, and to developing a culture of inclusion, support and awareness within the schools. Our schools will also make reasonable adjustments for individual students who need extra provision to that which is already in place, to make sure that all students are involved in every aspect of school life and that all barriers to learning are removed. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services. Each school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This includes improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

SET are committed to improving the delivery of written information to students, staff, parents, carers and visitors. Examples might include hand-outs, timetables, textbooks and information about an school's events. Such information will be made available in various preferred formats within a reasonable timeframe.

SECTION 2: SCOPE

2.1 This is a Statutory Document for Wymondham College. As such, it provides the policy to be followed at the school.

SECTION 3: LEGAL REQUIREMENTS

3.1 The Accessibility Plan is required by the Department for Education (DfE) as detailed in the following document; Statutory policies for schools and academy trusts - GOV.UK (www.gov.uk).

SECTION 4: POLICY

4.1 Equality Act 2010

4.1.1 The Act makes it unlawful for the responsible body of a school to discriminate against, harass, or victimise a student or potential student in:

- Relation to admissions;
- The way it provides education for its students;
- The way it provides students access to any benefit, facility or service;
- Excluding a student or subjecting them to any other detriment.

4.1.2 The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

4.2 Implementation of the Plan

4.2.1 When performing their duties all staff will have regard to the SEND Code of Practice (2015) and Equality Act (2010).

4.2.2 Compliance with the requirements of the Equality Act (2010) is central to all school policies.

4.2.3 Every student has an entitlement to the best education they can receive regardless of any disability they might have.

4.2.4 Any student attending Wymondham College will have access to all available opportunities including extra-curricular activities, events and school trips.

4.2.5 The school provides all students with a broad and balanced curriculum in order to meet individual learning requirements.

4.2.6 The school recognises, and values, parents' and carers' understanding of their child's disability and will work closely with them in order to ensure the child can have access to the maximum opportunities within the school.

4.2.7 The school recognises parents, carers and the child's right to confidentiality.

4.3 Access To The Physical Environment

	Targets	Strategies	Timescale	Responsibility	Outcomes
1.	The school is aware of the access needs of disabled children, staff and parent/carers	(a) Review Admissions processes capture information and is distributed to SENDCO	Annually	SENDCO	All PEEPs in place for disabled students and all staff aware of all students' access needs
		(b) Amend any existing questionnaires (student, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met.	Ongoing	SENDCO	Ensure the access needs of all students and adults regularly on site are met
		(c) Review information provided by school for events open to the public and ensure contact details available for those with accessibility needs who will be attending.	26.27	Head of Operations	All stakeholders able to access fully all school activities.
		(d) Undertake physical accessibility audit/survey of the premises to ascertain access needs	Annually	Trust Health and Safety	Ensure the access needs of all students and adults regularly on site are met
2.	All school staff are trained on access issues	(a) Provide up to date information and training on disability equality for all staff.	Annually	HR Department	Raised confidence of staff and governors in commitment to meet access needs.
		(b) All contractors doing repairs and maintenance to work to SET Health and Safety and access standards.	Ongoing	Estates Manager/Health and Safety Officer	Ongoing improvements in access to areas of the site identified in the Accessibility audit.
3.	Improve signage, visibility for visually impaired people and specific requirements for those with hearing impairments	(a) Replace external light bulbs immediately when blown.	Ongoing	Estates Manager	Visually impaired people feel safe in the grounds.
		(b) Ensure signage is clear, appropriately situated for wheelchair users and legible for those with visual and hearing impairments	Ongoing	Estates Manager	Access around the site easier for all
		(c) Investigate need for Induction Loops in public access areas such as reception and chapel	26.27	Estates Manager/Head of Operations	Hearing impaired people can access audible information

		d)Explore update of signage on classroom doors/main entrance gates to include Braille for VI visitors	26.27	Estates Manager/ Head of Operations	Access around the site easier for Visually impaired people
4.	Ensure that all disabled students can be safely evacuated	(a) Put in place Personal Emergency Evacuation Plans for all disabled students. (b) Review evacuation Procedures to ensure all staff are aware of their responsibilities (c) Undertake physical accessibility audit/survey of the premises to ascertain access needs (d) Undertake remedial works highlighted in the Accessibility audit	Annually Annually Annually 26.27	Heads of House Trust Health and Safety Trust Health and Safety Estates Manager SET Estates/Contractor	All disabled students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary). All disabled students and support staff can safely evacuate, or provisions are in place for refuge points within buildings
5.	Provide wheelchair access to all classrooms	Consider classroom organisation to ensure all disabled students can have access to all facilities.	Annually	Estates Manager/Head of department/Health and Safety	That appropriate access is available to wheelchair users. That classroom organisation ensures mobility for wheelchair users.
6.	Ensure all Fire Escape routes are suitable for all students	Request advice from the Trust H&S on accessibility of exit routes and fire doors, particularly for wheelchairs PEEPS stipulate who is responsible for the evacuation of disabled student from each classroom	Ongoing	Director of Operations	All staff, students and visitors (including disabled) able to have safe independent escape in emergency situations. Ensure all school staff are aware of their responsibilities.
7.	Ensure that (a) the edges of all steps in the school are visible (b) Columns on pedestrian routes and glass doors have suitable markings to warn partially sighted people	Paint and maintain the paint on edges of each step. Mark columns with a band of contrasting colour and luminance	Ongoing Ongoing	Estates Manager Estates Manager	All steps are visible to all members of the school Partially sighted persons can move around the site without risk of collision

	(c) Glass doors have manifestations on them to warn partially sighted people (d) New automatic front gates to have blue signage attached to warn visually impaired people of their presence.	Affix contrasting manifestations to the doors Affix blue signage to the gates on either side	Ongoing 26.27	Estates Manager Estates Manager	As above As above
8.	Check all paving around the school site is level	Re-lay paving slabs / paths where necessary.	Ongoing	Estates Manager	To ensure visually impaired students can move around site without fear of tripping
9.	To ensure Building Regulations (Part M) are applied throughout the school site for new build projects	Building Control approval will be sought if required. Where not required the part M standards will be applied.	Ongoing	Estates Manager	To ensure all new areas of the school fulfil Building Regulations (Part M)

4.4 Access To The Curriculum

	Targets	Strategies	Timescale	Responsibility	Outcomes
1.	Ensure all those providing student mentoring have continued specific training on appropriate disability issues	a) Use staff audit to identify Learning Assistant needs relating to disability issues. (b) Arrange appropriate training for teachers and support staff	Ongoing	SENDCO	Raised level of awareness of students with disability ensuring curriculum suits students' requirements.
2.	Ensure all staff are aware of students' curriculum access	(a) All disabled students have SEND Support Plan which details barriers and support required for access (reviewed termly) (b) Training for all staff on specific curriculum requirements for disabled students.	Ongoing	SENDCO	All staff aware of individual student's access needs. All staff informed of requirement on a regular basis.
3.	Increase confidence of teaching (and support) staff in differentiating the curriculum	(a) Training on differentiation to be given to all staff. (b) Audit staff training needs on curriculum access (c) Collaboration with external agencies offering specialist support in meeting staff training needs	ONGOING (PUPIL SPECIFIC)	SENDCO	Raised confidence of staff in use of differentiated techniques, enabling increased student participation.
4.	Ensure all staff are aware of and able to use relevant software and resources	a) Audit SEND resources and analyse for relevance and sufficiency to meet cohort needs (b) Run training sessions of use of relevant software and/or assistive technology	Ongoing	SENDCO	Wider use of SEND resources in mainstream classes and throughout the school.
5.	Enable students with disabilities to have full access to extra-curricular activities and school trips	(a) Discussion with lead staff of extra-curricular activities and trips. (b) Identify potential area of difficulties. (c) Co-ordination with parents and carers.	Ongoing	SENDCO	All Students in school able to access all activities, receiving full educational entitlement.

		(d) Organise additional activities for disabled students. (e) Develop guidance for staff on making trips and activities fully accessible.			
6.	Review all curriculum areas to include disability issues	(a) Include specific reference to disability equality in all curriculum reviews. (b) Make all staff aware of disability equality through staff training.	Ongoing	Principal/ SENDCO	All Students in school able to access all areas of the curriculum, receiving full educational entitlement.
7.	Review PE curriculum to ensure students with disabilities continue to have access to physical education.	(a) Ensure there is SEND PE provision within the school (b) Ensure inclusive practice in all sport/games activities and events	Ongoing	Director of Sport/SENDCO	All students able to access physical activities.

4.5 Improving Access To Information

	Targets	**Strategies**	**Timescale**	**Responsibility**	**Outcomes**
1.	Review information to parents and carers to ensure it is accessible.	(a) Ask parents and carers about access needs when a student is admitted to school and review regularly.	Ongoing	Principal/SENDCO	All parents and carers receiving school information in a format they can access.
		(b) Ensure all letters home are accessible.	Ongoing	Principal/SENDCO	
		(c) Produce information in a format which they can access.	Ongoing	Principal/SENDCO	
		(d) Continue to develop methods of presenting information for visually impaired students when they are admitted to the school, in discussion with parents and carers.	Ongoing	Principal/SENDCO	
		(e) Review letter templates to adjust for accessibility	2026-2027	Principal/SENDCO	

2.	To provide written information to students in an appropriate format.	Continue to develop methods of presenting information for visually impaired students when they are admitted to the school, in discussion with parents and carers.	Ongoing (Reviews Annually)	Principal/ SENDCO	All students can access written information appropriately.
3.	Include discussion of access to information in all annual reviews of SEND needs.	(a) Ensure preferred method of communication is used. (b) Develop strategies through EHCP. (c) Deliver strategies to all staff through training and updated SEND Support Plan	Reviewed annually Reviewed termly	SENDCO SENDCO	To ensure all students are able to access the curriculum.
5.	Produce accessibility information to increase support for parents and carers of students with disabilities	(a) Publish Accessibility Plan on school website in SEND area (b) Update Accessibility plan every 3 years and review as needed	Annually	SENDCO	To ensure all parents and carers are aware of how the school will ensure full accessibility within the school

4.6 Parental Guidance

4.6.1 Schools must not discriminate against students for a reason relating to their disability. They should promote the inclusion practice in their admission arrangements and in all aspects of school life.

Accessibility Plans and 'Reasonable Adjustments'

Schools will vary widely in how accessible they are to individual students. Parents and carers should check what improvements have been made and what is being planned when considering which school they would like their child to attend.

Every school must have an Accessibility Plan which shows how they intend to improve accessibility for disabled students. The plan must be published, and you can ask to see it. It will outline how the school will:

• Improve the physical environment;

• Make improvements in the provision of information;

• Increase access to the curriculum.

Schools can also increase access for individual students by making 'reasonable adjustments'. These can be simple changes for instance, making sure lessons are on the ground floor if one of the students uses a wheelchair and the school does not have a lift.

They may also be able to help during assessments or exams, so that students are assessed fairly during their course.

You should always talk to a school to discuss what it can reasonably do to include your child.

Improvements to the Physical Environment

Changes to the physical environment that a school could make to increase access might include:

• Lighting and paint schemes to help visually impaired children;

• Lifts and ramps to help physically impaired children;

• Additional accessible WC facilities;

• Tactile markings at crossing points and at staircases to assist those with visual impairments;

• Carpeting and acoustic tiling of classrooms to help hearing impaired students.

Improving the Way Information is Delivered to Students with Disabilities

Information that is normally provided in writing (such as handouts, timetables

and textbooks) can be made more accessible by providing it:

• in Braille

• in large print

• on audiotape

• using a symbol system

Increased Access to the Curriculum

Adjustments that would help students with disabilities have better access to the curriculum might include:

• changes to teaching and learning arrangements;

• classroom organisation;

• timetabling;

• support from other students.

Assistive Technology

Technology suited to your child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

• touch-screen computers, joysticks and tracker balls;

• easy-to-use keyboards;

• adjustable tables;

• interactive whiteboards;

• text-to-speech software

• Braille-translation software;

• Induction loop technology;

• software that connects words with pictures or symbols.

Some schools may already have this kind of technology available or may be planning to get it. Arrangements for distributing resources and funding for equipment vary throughout the UK. If your child has an Education, Health and Care Plan (EHCP), the support outlined in this document must be provided. This may include special equipment.

School Transport

The same basic rules apply to all children, but Local Authorities (LAs) can make a decision to provide transport on a case by case basis for pupils with disabilities. Your LA will assess your child's needs when making a decision, taking into account your child's health and/or disability and their age. If your child is offered school transport, the vehicle should have the relevant equipment to suit your child's needs - for example ramps or lifts.

Most local councils also provide escorts on school transport if needed.

You may be able to get help with your own costs for taking your child to school. Your LEA will be able to tell you if this is possible.

Norfolk LA Entitlement to school transport Suffolk LA SEN transport support

Some LEAs have different transport policies concerning students going to special schools.

If Your Child Cannot Attend School for Medical Reasons

If your child cannot attend school because of health problems, your LEA is responsible to help them to continue their education. This could be achieved through home schooling, for example.

SECTION 5: EQUAL OPPORTUNITIES STATEMENT

5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.

5.2 There may be potential impact in respect of students who may share one or more of any of the nine protected characteristics. This policy is specifically written with the aim to ensure that all necessary sensitivities in the provision of sex and relationships education and parental/carer choice for 'opting out' are clarified and applied consistently.

In addition, each individual school within the Trust, will have published their own Accessibility Plan which stipulates the expectations for access to the curriculum for students who have a defined disability.

5.3 Each school in the Trust is required to display their Equalities Statement on their website.