

Accessibility Policy & Plan

Mary Webb School and Science College



Written by:

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Approved by:

The Governing Body

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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 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

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

Mary Webb School & Science College is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning. The school is active in promoting an inclusive, positive environment by ensuring that every student is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through parent/carers discussions and student voice. This accessibility policy is in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that they are appropriately challenged. Our SEND Information Report and Special Educational Needs Policy outline the provision that our school has in place to support students with special educational needs and disabilities (SEND). Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility policy provides an outline of how the school will manage this part of the SEND provision.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. This includes training and regular updates on the SEND Code of Practice 2014.

The school supports any available partnerships to develop and implement the plan.

Shropshire's local offer can be found here: [The SEND local offer | Shropshire Council](#)

Shropshire's Disability information pages here: [Disability information | Shropshire Council](#)

Shropshire Early Help offer can be accessed here: [Early help | Shropshire Council](#)

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 these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, governors and key agencies that the school regularly works with.

The plan will be made available online on the school website, and paper copies, in various formats, are available upon request.

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.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Roles and Responsibilities

The Governing Body will be responsible for:

- Monitoring the Accessibility Policy;
- Approving the Accessibility Policy.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Governing Board;
- Ensuring that staff members are aware of students' disabilities and medical conditions where necessary;
- 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 with disabilities arise;
- Working closely with the Governing Body, 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 Body to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times;
- Ensuring that their actions do not discriminate against any student, parent/carer or colleague.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support students with medical conditions, for example, understanding how to administer insulin, in line with the Supporting Students with Medical Conditions Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents/carers and visitors to the school within a given timeframe. The Accessibility Plan will be structured to complement and support the school's Special Educational Needs and Disabilities (SEND) Policy. The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to students, staff, parents/carers and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll

forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school strives to ensure that all existing and potential students are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities. Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and scaffold the curriculum to allow all students to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities.

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all students and potential students. The school will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future students during school transition arrangements in order to facilitate advanced planning.

Access to the Curriculum, Information and Associated Services

All students with SEND have full access to the curriculum. This is supported by the school's specialist SEND provision and is in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to ensure that students with SEND are educated alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the student's parents/carers and liaise with the Head of Personalised Learning to ensure that other flexible arrangements are made.

The school curriculum is regularly reviewed by the Senior Leadership Team (SLT) in conjunction with the Local Governing Body. The SENCo, as a member of the SLT, ensures that the curriculum is accessible to students of all abilities, and supports the learning and progress of all students as individuals.

The school is committed to developing and increasing curriculum and extra-curricular opportunities and that they become more inclusive and meet the needs of all students. This can include learning outside of the classroom through our bespoke provision offer.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential.

The school does this by:

- keeping staff fully informed of the special educational needs of all students via weekly SEND updates, staff briefings, training and use of Go4School, including sharing student passports, personalised plans and medical information;
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching strategies that will aid the progress of all students including those with SEND;
- enhanced training opportunities for teaching assistants to ensure that they meet the needs of all students alongside teaching staff;
- making appropriate use of all facilities and space;
- using in-class teaching assistant support effectively to ensure that the curriculum is scaffolded and adapted where necessary;
- making sure that individual or group interventions are available where it is felt that students would benefit from this provision;

- ensuring that the needs of students with temporary disabilities are understood and managed effectively;
- the provision of additional group teaching outside the classroom will involve the SENCo liaising with the Head of Personalised Learning to provide a rationale and focus on adaptive teaching. (Parents/carers will be made aware of any circumstances in which changes have been made.);
- setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels;
- liaising with partner primary schools to identify students' needs in advance of their admission to secondary school, including writing individual Learning Plans;
- listening to students' views and taking them into account in all aspects of school life.

Sensory and Physical Needs

The school liaises closely with the Sensory Inclusion Service to ensure that provision and funding is in place to provide bespoke support for students with sensory impairments. The ground floor of all school buildings is fully accessible by wheelchair users. Additionally, the following adaptations can be applied to meet the sensory and physical needs of individual students as appropriate:

- providing large print material, of a suitable size, for all visually impaired students;
- where appropriate, other methods of providing written material will be sourced;
- the seating position within the classroom of students with impaired vision or hearing will be appropriate to their needs and take into account lighting and acoustic needs;
- adaptations to the physical environment of the school will be accessed as appropriate;
- adaptations to school policies, risk assessments and procedures will be made to enable access;
- access to alternative or augmented forms of communication systems will be sourced as required;
- access to low vision aids will be sourced as required;
- access to specialist equipment or furniture will be sourced as required;
- other appropriate provision will be researched if necessary to support the needs of individual students;
- regular and frequent access to specialist support provided by the Sensory Inclusion Service or other external agencies.

Reasonable Adjustments

The school will also make reasonable adjustments for individual students who need extra provision, in addition to that which is already in place. This is to ensure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The Building and Grounds:

- wheelchair access throughout the ground floor of the school, allowing access to curriculum areas: where entrances to the school are not flat, a ramp is supplied for access;
- audio fire alarms throughout the school;
- assistance with guiding visually/hearing impaired students in the event of an evacuation of the school buildings;
- gender neutral toilet areas;
- toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Teaching and Learning:

- Conduct a testing programme to identify all students eligible for examination concessions;

- Ensure that all students eligible for examination concessions are provided with the appropriate level of support;
- Research and provide bespoke resources and equipment to support the learning of individual students;
- Timetable appropriate and trained teaching assistant deployment to meet the needs of specific students;
- Provide readers and scribes for students with visual impairments, as appropriate to their individual needs.

Methods of Communication:

- Personal audio systems, laptop computers and visualizers to support identified students;
- Readers/reading pens for students with visual impairments.

5. Action Plan

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

AIM	OBJECTIVE	ACTIONS	SUCCESS CRITERIA	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	MONITORING & REVIEW
Increase access to the curriculum for students with a disability	Appropriate deployment of teaching assistant and learning support staff.	Review needs of students and assign staff to meet needs of student and using the staff expertise.	Increased access to the curriculum through appropriate levels of adult support.	Ms S Keeling, SENCo and Personalised Learning Mrs L Mansell, Personalised Learning Lead	Autumn 2024 with termly review.	SLT lesson observations/learning walks. Student and parent voice.
	Ensure high quality teaching, through CPD for all to improve access to learning.	CPD programme delivered with a focus on HQT and Adaptive Teaching Strategies. Increased staff awareness of disability through regular staff training	Increased understanding of student needs so as all students have full access to the curriculum and the ability to complete adapted tasks.	Ms S Keeling Mrs C Jones, AHT Teaching & Learning Miss E Weston, DHT	Regular programme of CPD delivered	SLT/SENCo delivery. Staff audit.
	Access Arrangements and reasonable adjustments in place as students' normal way of working and for assessments and exams.	Ensure up-to-date knowledge of JCQ Access Arrangements, Reasonable Adjustments and Special Considerations Policy. Calendared	Increased understanding of student needs and appropriate access arrangements for assessments and exams, in line with JCQ guidelines.	Ms S Keeling is a Level 7 qualified Specialist Assessor in Assessing for Access Arrangements. Mrs A Hodnett, Examinations Officer	Annual JCQ update training through Communicate-Ed. Testing to take place in Summer Term of Year 9 for identified students.	Access arrangements audit by SLT. JCQ QA visits.

		collection of data and evidence towards the need for access arrangements and to evidence normal ways of working.				
		Ensure timely and appropriate testing for exam concessions.				
	Ensure effective information sharing of adaptive teaching strategies and personalised plans with all staff.	<p>Specific strategies to promote inclusion and remove barriers to learning shared on Go4Schools for all staff to access.</p> <p>Weekly SEND Updates shared to communicate emerging or changing need.</p> <p>All teaching staff to keep up-to-date annotated seating plans and know your class sheets.</p>	All teachers know the individual needs of students and how to support them effectively through adaptive teaching and reasonable adjustments.	Ms S Keeling	<p>Autumn 2024 with termly review.</p> <p>Weekly SEND Updates released at 8am every Monday.</p>	<p>Annotated seating plans and KYC sheets saved in shared area.</p> <p>SLT observation during learning walks.</p> <p>Student voice.</p>
	Transition – ensure early sharing of information in order to make necessary adjustments.	SENCo attendance at Annual Review for students with EHC Plans who will be making a transition to MWS.	Increased understanding of student needs meaning adjustments are made leading to increased access to	<p>Mrs C Jones</p> <p>Mrs L Mansell</p> <p>Mrs L Shuker, Head of Year 7</p>	Attend Y5 Annual Review at designated time arranged by Primary SENCo.	Annual reviews attended, termly learning plans and professional reports shared at transition in line with GDPR.

		Ensure staff at previous school are asked to identify any additional needs and share relevant documentation.	the curriculum and needs of all students met.		Attend Y6 Transition Review in the Autumn Term.	
		Information shared with Head of Year 7.				
	Classrooms are organised to promote the participation and independence of all students.	Ensure teachers make adjustments to classroom in order to aid participation, e.g. organisation of the furniture or seating of a particular student. Teaching staff to complete classroom checklists and AET Environmental Checklist to ensure health and safety and inclusive environments.	Students with SEND are able to access the classroom independently and safely with reduced sensory overload.	Mrs S Keeling Ms E Evans All teaching staff	Autumn 2024, with yearly review.	SLT health and safety and inclusive environment learning walks.
	Appropriate use of specialised equipment to benefit individual students and staff.	Identified specialised equipment will be purchased and used where a need is identified by Physio, Occupational Therapist or other professional.	Removal of barriers to learning to enable full access to the curriculum	Ms S Keeling All teaching staff	Autumn 2024 with termly review.	SLT observation of appropriate use during learning walks. Student voice.

	Appropriate use of colour schemes and text to benefit students with visual impairments	Appropriate colour schemes will be used on IWB or for worksheets. Where necessary and appropriate adjustments will be made to text, including font and size.	Text and visuals are accessible to all.	Ms S Keeling All teaching staff	Autumn 2024 with termly review.	Annotated seating plans available. SLT observation during learning walks. Student voice.
	Develop confidence and promote the well-being of disabled students through ELSA intervention and support.	Where appropriate arrange for ELSA group or 1:1 intervention.	Improved sense of well-being, confidence and resilience.	Ms S Keeling Mrs L Zaza, ELSA	Autumn 2024 with termly review.	Entry/exit assessment e.g. SDQ, Boxall Profile etc. Student and parent voice.
	Regular audit of student needs and staff training to meet those needs.	Complete audit of SEN list at Census, identifying needs of students and adjustments that need to be made.	Increased knowledge of SEND cohort and any emerging need.	Ms S Keeling Mrs L Mansell	Termly, in line with census data capture	SLT quality assurance.
	Baseline testing and regular review of attainment and progress.	Early identification of gaps to ensure timely and appropriate intervention.	Reduce the attainment gap.	Ms S Keeling Mrs L Mansell	CAT4, NGRT calendared. Review in line with calendared data capture	SENCo/SLT data analysis.
	Audit extra-curricular activities to ensure participation of	Complete audit at least yearly identifying needs of students and adjustments that	Attendance of SEND cohort to extra-curricular activities to be in line with non-SEND	Ms E Bailey Miss S Pugh, Assistant Headteacher (DSL	Yearly, or when new activity added to offer	SLT data analysis.

	disabled students.	need to be made.	peers.	and Personal Development)		
	All trips and visits are planned to ensure, where reasonable, the participation of the whole range of students.	Risk assessments for out of school visits need to identify any adjustments that need to be made in order to allow all students to experience the full enrichment experience.	SEND students have equal opportunities to trips and visits.	Miss S Pugh	As appropriate	SLT data analysis.
Improve and maintain access to the physical environment	Access into Mary Webb School to be fully compliant.	Complete consultation with all stakeholders to review accessibility for those who may have physical, medical and sensory needs. Accessibility audit with various stakeholders to review facilities, environment and resources.	Improved access in and around MWS to cater for a range of disabilities as outlined in associated The Equality Act and the SEND Code of Practice.	Ms E Evans Site Team	Accessibility audit Autumn Term 2024 and review annually (and as required)	SLT quality assurance. Stakeholder consultation.
	Provision of wheelchair accessible toilets with changing facilities	Maintain wheelchair accessible toilets on all ground floor in each building	Appropriate and accessible facilities.	Ms E Evans Site Team	Autumn 2024 and as required.	SLT quality assurance and site walks.
	Ensure that the environment is adapted to the needs of students	Consultations with external agencies e.g. Sensory Inclusions Service, Occupational	Improvements made to the school site to increase accessibility.	Ms E Evans Site Team External agencies	As required and upon consultation.	SLT consultation.

	as required.	<p>Therapy etc., where required.</p> <p>Costings and viability and responsibility considerations.</p> <p>Consideration of hoists/lifts/stairlift/adjustable height surfaces, where required.</p> <p>Access to hearing loop system and visual/auditory prompts.</p>		LA		
	Maintain safe access around the building	<p>Ensure that corridors and pathways are kept clear.</p> <p>Make sure grounds maintenance contractors know which areas to prioritise.</p> <p>Ensure appropriate reporting of any health and safety/access concerns.</p>	<p>Safe access around the school site.</p> <p>Appropriate and timely reporting and prompt action of concerns.</p>	<p>Ms E Evans</p> <p>Site Team</p> <p>All staff</p>	Autumn 2024 and as required.	SLT quality assurance and site walks.

Improve the delivery of information to students with a disability and those with English as an additional language (EAL)	Consult with parents when necessary to provide information in the appropriate format.	<p>Availability of information and resources in a range of formats where requested e.g. large print resources, Braille, dual coding.</p> <p>Accessibility audit of reasonable adjustments required for all stakeholders.</p> <p>Availability of information and resources in different languages and access to translation software.</p>	Improved inclusion and equitable access to all information sharing.	Mrs S Lamplugh, PA o Headteacher, Office Manager	Autumn 2024 and as requested	Stakeholder feedback.
	Improve signage and indication of access routes around school	<p>Signs clearly indicate accessible parking bays and wheelchair friendly routes around school.</p> <p>Provide access plan of building in reception area.</p> <p>Add visuals/ symbols to signs and displays</p>	Improved accessibility and access routes.	Ms E Evans Site Team	Autumn 2024, annual review	<p>SLT site walks.</p> <p>Stakeholder feedback.</p>
	Improve use of assistive technology for	Access to e-reader pens, speech to text software, translation	Improved independence in accessing the	Ms S Keeling Mrs A Hodnett	Exam Season, Summer 2025.	Access arrangements audit

	normal ways of working and access arrangements	tools etc. Create a guide for the use of assistive technology to promote inclusion.	curriculum and examinations.			by SLT. JCQ QA visits.
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6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Ms S Keeling, Head of Personalised Learning (SENCo) and Ms E Evans (School Business Manager) in liaison with SLT and relevant stakeholders.

It will be approved by Mr G Rogers (SEND Governor), the Governing Body and Mr P Lowe-Werrell (Headteacher).

7. 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
- SEND policy
- Supporting students with medical conditions policy

[Statutory Documents & Policies - Mary Webb School & Science College](#)