

The Tower School



Accessibility plan

Approved by:	Natalie Aiken Acting Headteacher	Date: September 2025
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6

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.

The 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.

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.

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 pupils 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. Action plan

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

AIM	CURRENT PRACTICE	OBJECTIVES	DATE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a personalised approach to the curriculum for all pupils • We use resources tailored to the needs of pupils e.g. EHCP provision • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils using SOLAR. • Targets are set effectively and are appropriate for all • The curriculum is reviewed regularly to make sure it meets the needs of all pupils • Pathways are personalised at KS4 and above to include vocational and academic opportunities • Dysregulation is supporting through trauma informed approaches • Relax room refurbishment 	<p>To maintain Ask Accept Develop strategy Gold Standard</p> <p>To continue to provide personalization to subject delivery and content – in line with likes/dislikes and EHCP requirements</p> <p>To continue to review the curriculum pathways (and wider offer) in line with pupil cohort</p> <p>To provide effective spaces for regulation and relaxation</p>	<p>Ongoing</p> <p>Complete Autumn 2025</p>	<p>Pupils are motivated and engage in learning</p> <p>Learning is purposeful and draws on interests and strengths of young people</p> <p>Pupils develop independence and employability through the curriculum</p> <p>Pupils progress towards targets</p> <p>Multi-sensory learning in all classrooms</p> <p>Relax room accessible and used appropriately by all pupils</p>

AIM	CURRENT PRACTICE	OBJECTIVES	DATE	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Use of Fobs over keys, where possible • Appropriate Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Visual signage using symbols • Careful colouration of walls and floors to reduce over stimulation 	<p>To continue to provide an accessible school (including main and out-buildings)</p>	<p>Ongoing</p>	<p>The site continues to be accessible to those with and without disabilities</p>

AIM	CURRENT PRACTICE	OBJECTIVES	DATE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Preparatory work and in-advance communication using SEN strategies: now/next, symbolic representations, social stories • Some staff use BSL and/or Makaton to support hearing impaired and/or pupils with Speech and Language difficulties • Pupil friendly, visual complaints process available on the school website 	<p>To continue to offer visual and/or symbolic representation for information purposes.</p> <p>To devise pupil-friendly and accessible version of key policies, including behaviour, curriculum and safeguarding.</p>	<p>Ongoing</p> <p>AY 2025-2026</p>	<p>All pupils have equal access to information being shared.</p> <p>All pupils can access the content of the curriculum despite SEND</p> <p>All pupils have access to, and understand, key policies such as Safeguarding, behaviour and Curriculum</p>

4. 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 Headteacher.

It will be approved by 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
- SEND policy
- Supporting pupils with medical conditions policy