

Walton-le-Dale High School

Brindle Road | Bamber Bridge | Preston | PR5 6RN

01772 335726

admin@wldhigh.co.uk

www.wldhigh.co.uk



**Walton-le-Dale
High School**

Accessibility Policy

Policy purpose

This is a statutory policy which sets out Walton – le – Dale High School’s obligations in relation to Accessibility at our School. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

The Headteacher and Governing Board are accountable for ensuring the implementation, review, and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.”

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Walton-le-Dale High School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment, and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or

belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender). The Accessibility Plan will be published on Walton-le-Dale High School website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disabilities (SEND) and Learning Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the school aims to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Encourage feedback from pupils with disabilities, parents and or carers and ensure these are considered and implemented where appropriate.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all our pupils with the necessary life-skills and become literate, numerate and digitally aware in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.
- Completion of ongoing continuing professional development for staff on disability awareness and or inclusive practices.
- Ensure that all pupils with a disability have a personal emergency evacuation plan (PEEP) and this is co-constructed with the pupil, parent/carer and any appropriate external professionals.

Purpose of the plan

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils, and adult users with a disability. This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school's curriculum.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery of information which is readily accessible to pupils who are not disabled.

Monitoring arrangements

This policy will be reviewed every three years but may be reviewed and updated more frequently if necessary. We will update the accessibility plan annually (or sooner as necessary) and publish it on our website within policy section.

Plans will be developed through:

- Access audit and review of current activities
- Identifying and devising actions
- Setting of goals and targets which are measurable
- Consultation with staff, parents and carers, pupils and other professionals
- Publication of the plan on the school's website (template provided)
- Implementation and allocation of adequate resources
- Evaluation

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs and Disabilities (SEND) and Learning Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Health and safety policy

The school's accessibility plan is resourced, implemented, and reviewed and revised, as necessary. Improving the physical environment

School Context.

The School is a listed building which limits changes that can be made. T3 of the 4 school buildings are at a ground floor level and accessible however one building is two storeys and there is not a lift available. There is an accessible toilet in the main building. The school is accessible from the rear where the school bus also has access and at the front via the pastoral and attendance base, where our medical officer is also situated.

Increasing Curriculum Access School context:

At Walton – le - Dale, we are committed to ensuring that all pupils, including those with disabilities, can fully access a high-quality, inclusive curriculum. Promoting equitable access to learning is central to our ethos and practice. Through ongoing self-evaluation and a robust programme of continuing professional development (CPD), we develop staff expertise to meet the diverse needs of our pupils. This includes enhancing knowledge, skills, and strategies to ensure high-quality, adaptive teaching for all. Our inclusive approach is reflected in our commitment to delivering a broad and balanced curriculum within set classrooms, where all pupils are supported to achieve their potential. We believe every child should participate fully in the wider life of the school. To this end, all pupils — regardless of need or ability — are encouraged and supported to attend age-appropriate cultural events, enrichment activities, and educational

visits. These opportunities are planned inclusively, ensuring reasonable adjustments are made so that all pupils can engage meaningfully and safely.

ACCESSIBILITY ACTION PLAN April 2026

Specific Objectives	Action	Outcome	Timescale	Responsibility	Reviewed	Evaluation
To be aware of the access needs of disabled pupils, staff, Trustees, and parent/carers.	Share key information through Individual Pupil Passports, Individual Health Care Plans and Synergy pastoral information. Provide CPD re use of passports	All staff are aware of pupils' needs, including those with disabilities, and can apply appropriate support strategies to enable full curriculum access	Summer term end	SENCo Deputy Headteacher Headteacher All staff	Termly	
To ensure full access to learning experiences allowing excellent	Ensure a teaching and learning framework that prioritises adaptive teaching for all	Students can confidently access the curriculum and make progress in line with ability	Ongoing	SENCo Deputy Headteacher Headteacher All staff	Termly	

progress across the curriculum						
Ensure all pupils with a disability can be safely evacuated.	Develop and maintain Personal Emergency Evacuation Plans (PEEPs) for all pupils with identified difficulties. Provide annual training for Fire Marshals. Carry out termly drills to monitor effectiveness	All staff understand evacuation procedures tailored to individual needs. All pupils and staff with disabilities can be safely and confidently evacuated.	PEEPs reviewed from June 2026 and ongoing. Fire drills held termly	Headteacher, SENDCo, Site Team, Medical Lead	Termly	
To ensure accessibility of all areas for disabled persons	Keep corridors, doorways, and entrances clear. Maintain clutter free learning environments that support sensory regulation and visual clarity.	Ongoing improvements to the physical environment ensure increasing access for all users with disabilities.	From May 2026 and ongoing	Site Manager, Health & Safety Director Headteacher	Termly	

	Review site accessibility for wheelchair use – inclusive of second floor, ramps into building	Determine actions needed to make site wheelchair accessible for future students				
--	---	---	--	--	--	--