

Westonbirt School

Accessibility Plan



Last Reviewed:	October 2026	Next Review:	October 2029
Approved by:	Governing body	Date:	October 2026

This plan is updated every 3 years or sooner, if legislation requires it or significant changes occur

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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students 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 students without discrimination of any kind. Respect, responsibility and relationships underpin the ethos of Westonbirt School. There is a commitment to the education and growth of the whole person; morally, intellectually, socially, physically and spiritually.

Westonbirt School is recognised as being an inclusive school, which maximises the potential of each of its students by supporting and addressing their varying individual needs. We believe that every person is a unique individual. We are, therefore, committed to treat every person with respect and due regard. We aim to promote a culture of inclusion and diversity in which everyone can participate in school life.

We are committed to enabling every opportunity for students to develop their talents to the full by providing equality of education and opportunity for students with Special Educational Needs and Disabilities (SEND). Our school is committed to a fair and equal treatment of all individuals, able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information to ensure access for all.

This plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this complaints procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
Increase access to the curriculum for students with a disability	- Westonbirt School offers a differentiated curriculum for all students. - We use resources tailored to the needs of students who require support to access the curriculum. - Curriculum progress is tracked for all students, including those with a disability. - Targets are set effectively and are appropriate for students with additional needs. - The curriculum is reviewed to ensure it meets the needs of all students.	- All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs. - Ensure all staff have the relevant training to support the specific needs of some of our most vulnerable students. - Ensure that SEND students who cannot access the mainstream curriculum are provided with suitable alternative pathways which include appropriate stretch and challenge. - Ensure that we have succession planning in place for every specialist role within the Learning Support Department so that we will always have the expertise required within the team despite changes to staff. - Ensure appropriate provisions are in place and updated as required.	- Regular training organized by the SENCo including external providers where appropriate. - Up to date information sharing on EHCP students. - Individual support plans which regularly reviewed. - Resources bought to help teachers differentiate. - Continue to provide broad option choices at KS4 and KS5 including options into yr 9. - Appropriate interventions offered in line with EHCPs such as occupational therapy. - Performance management and Continuing Professional Learning needs identified, and appropriate training made available to the relevant staff. - Ongoing audits of current interventions and their success / impact	- Students making expected or better than expected progress. Learning walks to monitor this is embedded in lessons. - Staff are confident at using suggested strategies, students benefit from an adapted delivery of the curriculum appropriate to needs. - Staff training and qualifications in place to ensure the learning and physical needs of all students are met - Impact is high and reflects on classroom practice and performance - Increase in students' confidence

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
Improve and maintain access to the physical environment	• The School has disabled access to many of its facilities and ensures that such access is maintained. • The environment is adapted to required needs, this includes ramps, lifts, disabled parking bays and accessibility toilets. • The school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements.	• School trips and visits are accessible to all students. • Review PE curriculum to ensure PE continues to be accessible to all • To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	• Trip leaders to ensure venues and means of transport are vetted for suitability. • Follow advice by the school nurse and other professionals from the LA and/or medical professionals • Liaise with DoS for PE to ensure all students can access the curriculum and any reasonable adjustments • Continue to ensure any new site development make all necessary accessibility considerations	• A range of school trips are organised each year taking into account the needs of our SEND students. • All students have access to PE and are able to make good progress • All stakeholders feel confident their needs are met.

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
Improve the delivery of information to students with a disability	We use a range of communication methods to ensure information is accessible. This includes: • Internal and external signage • Large print resources • Pictorial or symbolic representations • Working with outside agencies	• To ensure that all members of the school community can access information.	• Written information will be provided in alternative formats as necessary.	• All members of the school community are able to access information and are fully informed

Appendix 1

Westonbirt Accessibility Plan Action Points

Key

Type of adjustment	Colour
Increase access to the curriculum for students with a disability	
Improve and maintain access to the physical environment	
Improve the delivery of information to students with a disability	

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
	Completed				
1	Ramp access through the cellar to enable disabled access at all times for pupils / staff into the Main House	Surface cannot be changed due to the listing of the building, however it can be improved by filling the holes and putting down matting	Oct Half term 23	MM AC	Now complete with rigid matting and a roof in place
2	Wheelchair access to all buildings	Mobile ramps for access to all other buildings	As required	MH	Ramp access to all required buildings now in place
3	Review of stairs to ensure that partially sighted pupil is able to access all areas safely	Floor paint and stair strips to be ordered for any steps identified as deficient	Walk around completed but further may be required as identified by pupil	AC MD	All stairs identified now painted. Paint to be renewed as required.
4	Visual fire alarm in the main kitchen for deaf employee	Flashing light to be included when fire alarm renewed in the main kitchen	Now completed	AC MH	Light now in place
5	Improved ramp access to the front door of the Main House	Quotes for improved ramps obtained, however these	May be revisited as required	MH	Roll up ramps purchased and available for use at the front door

	to enable short term wheelchair access for visitors	would take up the majority of the reception area.			
6	No access to upstairs in ADT, Cedars, Querns, 6 th form	There is no lift provision in these buildings. Lessons are moved as necessary to accommodate pupils.	Nothing further can be done to the building		
7	Accessible toilet provision	There are currently 6 accessible toilets across the site, with 2 more included in the Querns extension. The accessible toilet in the Main House has been separated from the girls pupil toilet and can now be used by both males and females.	All new build to include accessible toilet provision	AC	8 accessible toilets across site will be available shortly
8	Provide broad option choices at KS4 and KS5 including options into yr 9.	Review of the curriculum to provide choice in Year 9. Also review of offering associated with MFL provision.	January 2026	JT	Option choices now as standard into Year 9 and into Year 10. Reduction of number of languages in Year 7. Alternative provision for those not studying a language at GCSE timetabled.
Short Term	To include selection of furniture and equipment, lighting, colour schemes, acoustics and evacuation routes.				
1	Carpet is low pile, high density to aid wheelchair access in all buildings across site	As carpets are changed this should be a consideration	As required	Operations	Underway

2	All new stair coverings to have the requisite colour contrasting strips to aid the partially sighted	Included as any stair coverings are changed	As required	Maintenance	Underway
3	Clarify how accessibility needs are identified before admission.	Review admissions processes and consider documenting how relevant information is gathered and how families are informed about access arrangements and facilities.	For review in the next plan update.	Admissions lead with Learning Support and relevant senior leader.	Admissions process or policy references the agreed approach; relevant records can demonstrate consideration of needs.
4	Clarify how individual needs are considered when admission decisions are made.	Confirm and, where appropriate, document the process for considering reasonable adjustments and support requirements with relevant leaders and professionals.	For review in the next plan update.	Admissions lead and relevant senior leader.	Documented process is clear and can be evidenced in appropriate cases.
5	Make provision for pupils whose disability or access needs change during their time at school explicit.	Review how changing needs are identified, adjustments agreed, communicated and revisited; add a suitable reference to the plan.	Review within the next plan review cycle; sooner where a need is identified.	Learning Support lead with relevant pastoral and academic staff.	Records show that changing needs are considered and adjustments reviewed where appropriate.
6	Clarify consideration of individual assessment and examination access requirements.	Check current procedures and reference how access arrangements are identified and considered with the pupil, parents and relevant staff, in	For review in the next plan update and ahead of relevant assessment cycles.	Examinations lead with Learning Support and teaching staff.	Relevant procedures are referenced and agreed arrangements are recorded and reviewed.

		line with applicable requirements.			
7	Regular and rigorous programme of training for teaching staff	The CPD programme takes place each Monday after school. Ensure that time is booked in for looking at different SEND needs and approaches.	INSET Sep 2026 and subsequent planned CPD slots. Regular review (termly) linked to feedback from staff and emerging trends.	SENCO, DHA	Training is evident in the programme and the impact of the training is evident in lesson observations and feedback from pupils / parents.
8	Information sharing with regards to EHCPs and IEPs	Review the way this information is shared. Look at introducing a platform to make information sharing more efficient.	Once approach agreed, ensure timelines are stuck to ahead of launch by Sep 2027	SENCO, DHA, Head	The platform being launched and effective use that provides support for teachers, parents and accurately reflects pupil voice.
Medium Term	Review of existing building plans to incorporate accessibility provision. [Note: Schools are not required to make physical alterations to the fabric of the building in order to meet the needs of disabled pupils.]				
1	Emergency egress from all floors of buildings	Emergency stair chair required for any persons with limited mobility should any lifts fail	As required	AC MH	
2	External stairs do not have colour contrasting strips across the site	Many of the sets of stairs around the site are heritage and cannot be altered	Decision to be made as required.	AC	Temporary solution used for partially sighted child. Longer term solution currently not required
3	All new buildings to include disabled access and accessible facilities, as per building regulations.	Will be included as standard in any new build	As required	AC	

4	Improve the visibility of physical access information across the site.	Consider a building-by-building accessibility record covering routes, entrances, circulation, specialist facilities, barriers and proposed actions.	prioritised record developed in medium term.	Estates lead with Health and Safety and relevant school leads.	Accessibility review is recorded; barriers and agreed actions are documented and tracked.
5	Clarify how assistive technology and accessible resources may support access to learning.	Review existing resources and consider adding examples of relevant digital tools, alternative formats, staff guidance and technical support.	Review in medium term or at next plan update.	Learning Support lead with IT and relevant academic staff.	Plan references agreed provision; staff and pupil feedback or usage evidence indicates resources are supporting access where appropriate.
6	LS to move to a new assessment process as part of enhancing curricular adaptation.	LS to assess pupils across four areas of development in order to streamline provision and accessibility. Development and review of current structure in LS to make this possible		SENCO, DHA	
7	Make implementation and monitoring responsibilities clearer.	Identify a coordinating lead, clarify contributions from relevant teams, and consider a simple tracker for agreed actions, resources, timescales and progress.	Agree during the next review of the plan.	Senior leader or nominated plan coordinator, with relevant leads and governors.	Named responsibilities and agreed actions are recorded; progress and outstanding actions are reviewed.

Long Term	Larger changes required to accessibility provision				
1	Portable hearing loops for hearing impaired pupils	Quotes for cost of hearing loop	As required	MH AC	
2	Snake path to be resurfaced to allow better wheelchair access	Quotes required for tarmac	As required	AC	
3	Courtyard area around ADT needs new surface	Slabs are currently broken and uneven	New building project is planned for that area. Timeline to be confirmed which may negate requirement to replace slabs.	AC	
4	Move the HWC to a more accessible location	The current HWC is on the 2 nd floor of the main school. The lift is not accessible from the outside without going up or down stairs	This project is already underway with an estimated completion date during 2026 - 2027	AC	