



Accessibility plan

Wetheringsett Manor School

Approved by:	Mark Jeffries	Date:	September 2025
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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 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.

At Wetheringsett we believe that all pupils should be able to access education without fear or prejudice, a strong referral process is used to ensure that pupils can access all areas of the curriculum and reasonable adjustments are made where appropriate. Also see Admissions and inclusion policies.

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.

Local Authorities that place pupils at Wetheringsett Manor are: Norfolk, Suffolk, Hertfordshire and Essex.

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 parents, school governors and local authorities from the 4 main placements authorities.

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.

This policy complies with our funding agreement and articles of association.

3. 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 State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Explain your school's approach here. Examples: • Our school offers a differentiated curriculum for all pupils and their individual needs are highlighted on their EHCP's. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils based on EHCP criteria.	All needs are listed on the EHCP tracker and communicated to staff in iTAC meetings. All resources are purchased in consultation with SENCO and therapy team. SoW are written with individual pupils referenced. All curriculum documents are reviewed each year and SoW every term.	Regular reviews are taken by all funding authorities. SLT review all curriculum documents and EHCP paperwork.	SLT	ongoing	Ofsted and other QA processes will continue to be positive.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps for vocational area of school • Corridor width in new build • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height • Taxi's transport all pupils to school.	All new build has wide corridor's, larger doors and ramps. The main school building has low curbs or entry points, and the ground floor has disabled toilet access. There is no lift, and the building is grade 2 listed so upstairs corridors are not wide enough for wheelchair access. The site is 17.5 acres with two driveways. Access to football pitches, forest school and horticulture does require walking across grassed areas. This is difficult for wheelchairs to access. Taxi's are staggered so only 3 arrive at the main door at once.	All new build will continue to have access for wheelchairs. The main school building cannot be adapted as it is a grade 2 listed building.	MJ	Reviewed yearly	All new build will have consideration of physical impairment.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • High level of staffing • Intervention rooms • Noise cancelling headphones.	The school has visual aids for timetables and signage. Some pupils have now and next boards in everyday practice. Each classroom is set up with one teacher and 2 TA's, there is also a high level of pastoral support in all areas of the school. All EHCP outcomes are listed on a tacking document and items such as headphones are common place. As are movement breaks etc.	The school will continue to adapt to the requirements listed in EHCP documents. Pupils will be admitted based on suitability to fit in to the cohort. Admissions of new pupils will try to ensure that new pupils are not negatively affected by SEN of current cohort. Intervention rooms are used as common place as are movement breaks for pupils. The site is 17.5 acres	SENCO and MJ	ongoing	

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 at governance meetings once a year or when any further developments in terms of new build are constructed onsite.

It will be approved by the chair of governors and executive committee.

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
- Admissions policy
- Inclusion policy