



**Esland North Limited**

# ED0002S - Accessibility Policy (Shropshire School)



## Introduction

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 where possible 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.

Esland Shropshire School aims to provide a fully accessible curriculum for all of its students. The majority of students at Esland Shropshire School will have some form of disability relating to learning, emotional or behavioural difficulties. We have an approach which embraces elements of the education, care and therapy aspects of Esland Shropshire School, allowing us to provide access to a wide academic, social and personal curriculum.

We aim to increase physical and cognitive access to all areas of schooling.

The school has set the following priorities-

- to continually develop an active, inclusive approach to curriculum delivery.
- to increase the quality of the teaching and learning giving our students the best chance of success after school.

Most students coming to us at Esland Shropshire School will come with an EHCP. From this information and information gathered during initial assessments we will formulate an Individual Education Programme. We therefore have an effective system of knowing the student's abilities and limitations and addressing them through a specialised curriculum. Each student will have their progress and needs reviewed regularly from an education, therapy and a residential care perspective.

This information will be collaborated and developed into a package which best suits the individual's needs. We have a high level of staff to student ratio which may include enhanced support to meet the needs of the individual student and their physical or cognitive ability. Any physical disabilities which may exclude the individual from any aspect of life at Esland Shropshire School will be identified and addressed as a priority.

Esland Shropshire School has a commitment and will take responsibility for any reasonable physical changes to the school environment that may be needed upon the referral and admission of a student with a physical disability.

This 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. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concern

# 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.

## Action Plan

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

| Aim                                                                | Current good practice<br>Include established practice and practice under development                                                                                                                                                                                                                                                                                                                              | Objectives<br>State short, medium and long-term objectives                                                                                                                                                                         | Actions to be taken                                                                      | Person responsible                       | Timescale                              | Success criteria                                                                                                     |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Increase access to the curriculum for students with a disability   | 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. Our school offers a differentiated curriculum for all students. 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. | Curriculum is reviewed to ensure delivery of formal and informal educational opportunities. Informal opportunities may include off-site activities. Ensuring students make good progress towards outcomes as highlighted in EHCPs. | Review of Curriculum by SENDCO<br>Policy to allow access to curriculum for all students. | Head Teacher                             | When required due to referral of need. | Suitable curriculum in place that doesn't exclude students with disabilities and in line with current students needs |
| Improve the delivery of information to students with a disability. | Our school uses a range of communication methods to ensure information is accessible. This includes:                                                                                                                                                                                                                                                                                                              | Staff training<br>All staff to be aware of specific student communication needs<br>Half term audits of                                                                                                                             | Environment audit to take place Autumn Term, assisted by Head of Estates & H&S           | H&S Co-Ordinator / Head of Estates & H&S | Reviewed each term                     | Environment will be well signposted<br>Staff are aware of individual needs of students.                              |

|                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                        |                                                       |                                                                                                                                                                          |                                   |                          |                                                   |
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|                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Use of colour documentation</li> <li>Pictorial or symbolic representations</li> <li>Use of ICT</li> <li>SALT intervention</li> <li>OT Intervention</li> </ul> <p>Additionally, should a student require information in a different language, this can be provided.</p> | communication methods across the environment          | Signage to be monitored                                                                                                                                                  |                                   |                          |                                                   |
| Information made available to parents/ carers                                                                                                                   | Information available on Website in addition to written form                                                                                                                                                                                                                                                                                                           | Website review                                        | Website review – summer term                                                                                                                                             | COO/ Headteacher                  | Ongoing review           | Updated and informative website                   |
| If the needs of the employee change during the period of employment their employment Esland will make all reasonable adjustments to keep employee in employment | Compliance with policies and procedure                                                                                                                                                                                                                                                                                                                                 | To support staff in line with policies and procedures | <p>Possible actions:</p> <p>Meeting with Line Manager to discuss needs of employee</p> <p>Take reasonable steps to adjust working environment to support these needs</p> | Headteacher/ HR Business Partner/ | Requires on-going review | Where possible employee will remain in employment |

## Monitoring Arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and approved by the Education Director.

## Links with other policies

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

- Risk assessment policy.
- Health and safety policy.
- EDI Policy
- Special educational needs (SEN) information report.
- SEND policy.

# Policy Review

| Date       | Action (s)                        |
|------------|-----------------------------------|
| 23/07/2026 | Reviewed policy, no changes made. |
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## Appendix 1: Access to Physical Environment

| Feature           | Description           | Actions to be taken                                                  | Person responsible | Date to complete actions by |
|-------------------|-----------------------|----------------------------------------------------------------------|--------------------|-----------------------------|
| Number of storeys | 1 (ground floor only) | Maintain access is free of clutter and that space is free of hazards | All staff          | In place (ongoing)          |

|                 |                                                                                                                               |                                                                                                                            |                                   |                    |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------|
| Corridor access | Ground floor.                                                                                                                 | Maintain access is free of clutter and that space is free of hazards                                                       | All staff                         | In place (ongoing) |
| Lifts           | N/A                                                                                                                           | N/A                                                                                                                        | N/A                               | N/A                |
| Parking bays    | Parking bays are located centrally. Vehicles are not authorised to park in the turning circle.                                | Information to visitors on parking facilities, including additional parking near to school for those with mobility issues. | Headteacher<br>Administrator      | In place           |
| Entrances       | Gated entrance to the car park, main reception entrance and gated entrance to the courtyard to the left side of main entrance | Regular review of accessibility. Any additional supports are checked during the initial booking process for any visitor.   | Administrator<br>H&S Co-Ordinator | In place           |

|                         |                                                                                                   |                                                                                                           |                                 |                                      |
|-------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------|
| Toilets                 | Seperate staff and student toilets are appropriately identified.                                  | Ensure that external personnel have sufficiently cleaned areas to comply with health and safety standards | Administrator                   | In place                             |
| Reception area          | Accessible to wheelchair users.                                                                   | Any additional supports are checked during the initial booking process for any person.                    | Headteacher                     | In place                             |
| Internal signage        | Signs in place                                                                                    | NA                                                                                                        | Headteacher                     | H&S Audit completed<br>Termly Audit  |
| Emergency escape routes | Fire Evacuation Plan in place<br>Signs posted around building Exit routes<br>External Fire Escape | Weekly testing of systems<br>Termly fire drill                                                            | Headteacher<br>H&S Co-Ordinator | Weekly (ongoing) H&S<br>Termly Audit |