



WANSTEAD HIGH SCHOOL

Accessibility Plan

Person Responsible	Ms E Hillman
Review Frequency	Annual until building work complete, then every 3 years
Last Reviewed	December 2025
Next Review Date	2026/27 academic year
Committee	Resources
Ratified by Full Governing Body on	8 December 2025
This policy is communicated by the following means	School Website

Contents

1.	Introduction	3
2.	Legislation and Guidance	4
3.	Context	4
4.	Our principles	4
5.	Information gathering	5
6.	Involving people with SEND	6
7.	Accessibility Plan	6
8.	Appendix 1	7

Related Policies

- Curriculum Policy
- Health & Safety Policy
- Anti-Bullying Policy
- Equality, Information and Objectives Policy
- Equal Opportunities Policy
- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs who Cannot Attend School Policy
- Behaviour Policy

1. Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Local authorities have to carry out accessibility planning for those in the school community with Special Educational Needs and Disabilities (**SEND**). The purpose of this document is to meet the duty to promote equality of opportunity for SEND pupils, staff, parents and other users of Wanstead High School. This is the responsibility of the Headteacher and the Governing Body.

Our aims are:

- not to treat SEND pupils less favourably, for a reason related to their special needs or disability;
- to make reasonable adjustments for SEND pupils so that they are not at a substantial disadvantage;
- to plan to increase access to education and resources for SEND pupils, with a focus on the physical environment;
- to ensure that everybody has access to a curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom; and
- to ensure that everyone in the wider community (parents, staff and Governors) have equality of opportunity in all areas from communication to access.

Six elements of the duty are:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet SEND people's needs, even if this requires more favourable treatment

Our Accessibility Plan is aimed at:

- Increasing the extent to which pupils with a SEND can participate in the curriculum and increase access to wider activities.
- Ensuring staff can access the building, appropriate resources and be supported in their roles.
- Developing the physical environment and resourcing of the school to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided, including a focus on how technology can support.
- Ensuring the building programme does not further limit the experience of pupils with SEND needs.
- Ensuring parents and visitors are facilitated to ensure equal access to the school.

The Governing Body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with SEND are provided with equal opportunities.
- Ensure that staff with SEND are supported with special provisions as appropriate to ensure that they can carry out their work effectively without barriers. This could include providing additional resources, referral to Occupational Health.
- Undertake reasonable adjustments to enable Staff to access the workplace and support them with Workplace Risk Assessments which are reviewed regularly.

If you have any concerns relating to accessibility in school, the School 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 SEND under the Equality Act 2010, to alleviate any substantial disadvantage that a SEND pupil faces in comparison with non-SEND pupils. This can include, for example, high-quality adaptive teaching, the provision of an auxiliary aid or adjustments to premises.

3. Context

The school is not ideally suited to pupils with physical disabilities and there are currently no lifts in the school. The buildings are on a number of levels and this makes movement around the site difficult. We have an extensive building programme and a temporary building in place at the present time which causes significant pressure on the school. The new building will contain a lift when it is completed in November 2025 (estimated). This, however, makes it difficult for some reasonable adjustments to be undertaken in some areas and the noise and disruption can have an adverse effect on pupils with SEND needs. We work closely with the local authority to overcome these obstacles.

The school states in our HR recruitment packs:

Wanstead High School is committed to providing an inclusive and accessible environment for all members of our community. We recognise the importance of diversity and strive to create an atmosphere that accommodates individuals or varying abilities.

While we are actively working towards improving accessibility, it is important to note that currently, certain areas of the school are not wheelchair accessible. We estimate that approximately 70% of the school premises may pose challenges for individuals using wheelchairs.

We encourage candidates to inform us of any specific accommodation needs during the application process. We are committed to working collaboratively to provide reasonable accommodation that facilitate equal participation in the recruitment and employment process.

Wanstead High School is an equal opportunity employer and encourages applications from individuals of all backgrounds, including those with disabilities.

4. Our principles

All school staff, school leaders, pupils and parents/carers have a key role and shared responsibility in promoting and sustaining the highest standards of education and support for all learners. In partnership with parents and carers, we aim to support all pupils in their academic, social and emotional growth and development. The school recognises that pupils may start secondary school at different starting points in terms of their learning and with different and sometimes additional needs or disabilities.

We aim to ensure all staff are also supported to be part of an inclusive learning community.

Our aims and principles which are set out in the SEND Policy are also set out below and drive the focus of the Accessibility Plan. SEND is a key focus of the SDP 2025-27:

- To create and uphold a culture in which we have the highest expectation and standards for all learners who attend Wanstead High School.
- To work collaboratively with parents/carers, other professionals and the wider community to ensure that pupils with SEND reach their full potential in every aspect of their development.
- To offer all pupils a broad and balanced accessible but challenging curriculum and to meet the needs of the vast majority of these pupils, including those with SEND, through high quality, adaptive teaching.
- To provide pupils with SEND a range of high quality, evidence informed structured intervention that support the specific needs of pupils and promote good and better progress.
- To help pupils to develop in their self-regulation skills, so that they take control and responsibility over their own behaviour and learning, and are accountable for their actions and decisions.
- To build and nurture an inclusive learning community which values kindness, mutual trust, respect and compassion for others; a community which celebrates diversity and is strengthened by its focus on positive and supportive relationships.

5. Information gathering

We arrived at the actions in this Accessibility Plan by taking into consideration a range of factors including:

- the nature of our school's current and future population for whom we plan (School Context Data – Appendix 1); and
- a consideration of the objectives and aims of the plan in the School Development Plan.

We regularly reflect on and audit our strengths and weaknesses in working with pupils with SEND. This includes:

- Monitoring internal processes such as drop-ins or spotlights with a focus on growth and development of expertise in quality first teaching and/or curriculum for pupils with SEND.
- Lesson Visits.
- Pupil, parent and staff voice.
- Commission external professionals (eg. SENDATs) to undertake reviews.
- Provide CPD for staff around SEND issues.
- Audit levels of participation of pupils with SEND in the wider school.
- Audit all key data with a focus on narrowing gaps for pupils with SEND (eg. progress and attainment, attendance, rewards and consequences).
 - A consideration of those in the community with SEND when writing policies and processes.
 - Consideration of the physical aspects of the site.
 - Consideration of access of information for those in the school community with SEND.

6. Involving people with SEND

This policy is reviewed annually in line with the SEND Code of Practice (2014) and will normally be ratified in the first FGB meeting of each academic year. It takes into account:

- the views and aspirations of pupils with SEND;
- the views and aspirations of the families of pupils with SEND;
- the School Development Plan; and
- any new legislative priorities.

7. Accessibility Plan

The plan addresses the three areas of improving access to:

- the physical environment;
- access to a broad and balanced curriculum, wider education and resources; and
- communication and accessibility of information.

Appendix 1 - Accessibility Plan Priorities 2023-25

These are embedded throughout the School Development Plan and the key summary is below. As part of our review of progress towards the SDP, we will consider all key indicators and relevant data to ensure we are making progress and will report this to Governors in a timely fashion.

School Improvement Plan Focus One: Enhancing the Curriculum Offer and Resources

Objective 1: Review the curriculum internally with a focus on Year 9 and 12 and implement changes with a clear time-lined approach evaluating impact.

Objective 2: Managing the move to the new building and further expansion/site management including ICT strategy.

Objective 3: Managing the budget strategically to ensure the school always has a balanced budget both in year and at the end of the financial year with no significant on-going deficit.

School Improvement Plan Focus Two: Enhancing SEND Provision at Wanstead High School

Objective 1: Develop and implement adaptive teaching strategies tailored for SEND pupils to improve academic outcomes.

Objective 2: Strengthen social and emotional support systems for groups of pupils to enhance their wellbeing and inclusion.

Objective 3: Enhance SEND assessment and monitoring processes to identify and address learning gaps promptly.

School Improvement Plan Focus Three: Promoting Equality, Character Values, and Community

Objective 1: Embed and promote character values of respect, service, teamwork, integrity, and curiosity across all year groups.

Objective 2: Further embed the house system that fosters community, competition, and character development.

Objective 3: Use the Hemisphere programme to build racial literacy in the school.

Objective 4: Achieve the Bronze Rights Respecting School Award (RRSA) by July 2027 through embedding equality, reducing bias, and promoting pupil rights.

Objective 5: Ensure greater equality in key performance indicators across the school.

School Improvement Plan Focus Four: Courageous and Ethical Leadership at Wanstead High School

Objective 1: Implement the 9 Habits of Trust model to foster courageous and ethical leadership across all senior leadership and embed as appropriate with Middle Leaders and review Governance.

Objective 2: Ensure key leaders are familiar with the key changes to Ofsted and the curriculum and able to strategically plan for their implementation.

Objective 3: Develop and implement an impactful appraisal system (backed up by quality, consistent line management) that ensures staff grow and develop in line with school development priorities and software reduces workload of the process and supports other HR functions.

Objective 4: Ensure continued focus on workload and well-being with impactful initiatives.

Objective 5: Enhance communication channels and strategies across the school ensuring communication is focused, transparent, and supports staff well-being and parent satisfaction.

School Improvement Plan Focus Five: Strengthening Knowledge Checks and Addressing Gaps

Objective 1: Implement consistent and effective formative assessment strategies across all subjects to identify and address pupils' knowledge gaps by the end of the academic year - Ofsted area for improvement.

Objective 2: Enhance the use of summative assessment data to track knowledge retention and inform curriculum adjustments by the end of the academic year.

School Improvement Plan Focus Six: Improved Outcomes and Challenge with a Focus on Maths and Science

Objective 1: Improve pupil outcomes in Mathematics to meet or exceed historical trends across all key threshold measures (7+, 5+ and 4+).

Objective 2: Strengthen provision to consistently challenge and stretch the most able pupils in Mathematics and other subjects, closing the progress gap between the most able and their peers, with a particular focus on increasing attainment in the 7+ and 9+ measure at GCSE and A-A* at A Level.

Objective 3: Improve girls' progress and attainment in Science so that outcomes for girls are at least in line with boys and reflective of their potential across all Key Stages and A Levels show increased outcomes.

Objective 4: Ensure home learning and learning resources, including software, impact outcomes at all levels.

Areas To Be Addressed: The Physical Environment – Specifically relating to Focus 1 Additional Accessibility Objectives

Key Staff – Emma Hillman – Headteacher; Sarah Williams - Business Manager

- To continue to ensure that there are fewer physical barriers to inclusion for the school community especially during the building work. This involves attendance at meetings and regular liaison with the project manager and LA representatives.
- To work effectively with the site team on ensuring the building remains fully accessible to all at all times. This involves responding quickly to any site concerns or issues and ensuring that any parent/carer or visitor who requests reasonable adjustments have their needs met. The following is now included in all correspondence prior to events:

'We want to support all our parents, carers and visitors with accessible access to our school, despite the site being a challenge to manage for those who are disabled or who have additional needs. Please let us know if you need any reasonable adjustments such as more accessible access,

arriving early to ensure you can be seated, subtitles for presentations etc. and we will do all we can to support.'

- To ensure that any issues raised in environmental or accessibility audits necessary for certain pupils or as part of LA input are addressed and implemented as appropriate.
- To ensure all staff are familiar with the SEND needs of pupils, and that all appropriate staff are trained in best practice.
- To ensure all pupils/staff with physical or medical needs have appropriate passports/risk assessments to ensure safe movement around the site and regular review.
- Continue to develop and enhance knowledge of responsibilities under the Equality Duty and the SEND Code of Practice.
- Continue to consider the purchase of non-statutory Evac Chairs to support fire evacuation.
- To ensure the Lockdown Policy takes into account the SEND needs of pupils and staff.

Access to a broad and balanced curriculum, wider education and resources – specifically relating to Focus, 1, 2 and 3
Additional Accessibility Objectives

Key Staff – Eleni Bray – Deputy Headteacher - Quality of Education; Helise Martin – Deputy Headteacher – Behaviour and Personal Development; Edie Piorkowska - SENDCO

- Continue to develop confidence and knowledge of staff in delivering the curriculum to pupils with SEND.
- Enhance access to and participation in the curriculum and wider curriculum for pupils with SEND through effective provision management.
- Ensure that the curriculum is representative of all pupils, including those with SEND.
- Increase use of SENDATs to support the development of school staff and practice.
- Consider staffing within SEND and ensure that we have sufficient appropriately trained and skilled adults.
- Ensure that we continue to train staff to support pupils with SEMH needs and that the SENDCO and the Inclusion Director work closely together to ensure this is best practice.
- Ensure a programme of quality assurance and support for staff to improve their confidence and knowledge in the quality of education delivered for SEND.
- Ensure SEND pupils are at least proportionally represented in wider activities such as trips or pupil leadership opportunities.
- Review our experiences with our Visually Impaired pupils and regularly review and adapt and ensure reasonable adjustments to ensure best practice moving forward.

Communication and Accessibility of Information

Additional Accessibility Objectives - Specifically relating to Focus, 1, 2 and 3

Key Staff – Emma Hillman – Headteacher; Sarah Williams - Business Manager; Zeeshan Ali – Assistant Headteacher; Edie Piorkowska - SENDCO

Goals & Targets:

- Develop and consider the increased use of more accessible learning and teaching resources for pupils with SEND, including more chrome books, reader pens – as part of Digital Strategy. To ensure the specific needs of pupils are met as per EHCP guidance with support from the LA/SENDATs as appropriate.
- Establish a high-quality and fully functioning website to increase the quality of information for all learners with resources for parents to support SEND children.

- To ensure all filmed or recorded footage has subtitles and consider other alternatives to written communication as necessary.
- To continue to develop effective guidance on Key Stage 4 and Key Stage 5 pathways for pupils with SEND and to track the success of learners after school.