

POLICY

Wirral Grammar School for Boys



Policy	Accessibility Policy	
Responsible Manager	SENDSCO/SEND Lead	
Approval Date	Sept 2026	
Review Date	Sept 2029	Progress reviewed annually
Approved By	Headteacher	

1. Aims

Our principles and values relating to equality and inclusion

At Wirral Grammar School for Boys, we are committed to providing an inclusive, accessible and supportive environment where every pupil is valued, feels that they belong and is able to take a full part in school life. We have high expectations for all pupils and believe that disability, special educational needs, medical needs or individual circumstances should not prevent a pupil from accessing education and achieving their potential. We aim to treat all pupils and their families fairly, with dignity and respect, and to make reasonable adjustments where needed to remove barriers to learning and participation.

We want all pupils to have full access to the curriculum and the wider opportunities available at school. This includes lessons, examinations, educational visits, residential trips, sport, music, clubs, careers education and other enrichment activities. Accessibility is a whole-school responsibility, and staff work together with the SENDSCO, pastoral teams, pupils, parents/carers and other professionals to understand individual needs and provide appropriate support. Adjustments are based on the needs of the individual pupil and are reviewed when necessary to make sure they remain suitable and effective.

Working with pupils and families

We recognise that pupils and their parents/carers are important partners in identifying barriers and deciding what support may be helpful. Pupils are encouraged, where appropriate, to contribute their views about their needs and the adjustments that help them in school. We also aim to communicate with parents and carers in an accessible and flexible way. Where a parent or carer has a disability, illness or communication need, we will consider reasonable adjustments to help them participate fully in their child's education, including accessible meetings, different methods of communication or information in an appropriate format.

We recognise that some pupils may also have responsibilities outside school, including those who are young carers. Where we are aware that a pupil is a young carer, we will work sensitively with the pupil and their family to understand their circumstances. Where appropriate, we will work with relevant services and consider reasonable support to reduce barriers to attendance, learning, wellbeing and participation in school life.

Working with external agencies

Wirral Grammar School for Boys recognises that some pupils require specialist support or advice to enable them to access school fully. Where appropriate, we work with Wirral Local Authority and a range of education,

health and social care professionals. This may include educational psychologists, specialist teachers, speech and language therapists, occupational therapists, physiotherapists, health professionals, mental health and wellbeing services, social care, Early Help and other specialist services or organisations.

The purpose of working with external agencies is to make sure that specialist advice is used effectively within school and that pupils receive appropriate support. This could include advice about reasonable adjustments, specialist equipment, assistive technology, communication, mobility, sensory needs, medical needs, emotional wellbeing, curriculum access or examination access arrangements. Where a pupil has an Education, Health and Care (EHC) plan, the school will work with the pupil, parents/carers, the Local Authority and relevant professionals to support the provision set out in the plan and to take part in the statutory review process.

We will also seek specialist advice where changes or adjustments to the school environment may be needed. Our aim is to remove barriers wherever reasonably possible so that pupils with disabilities and additional needs can access classrooms, facilities, activities and services safely and with as much independence as possible.

Working with Wirral Local Authority and other partners

The school will follow relevant Wirral Local Authority procedures and have regard to the Wirral SEND Local Offer and statutory guidance when supporting pupils with SEND and disabilities. Where specialist assessment or advice is required, the SENDCO and other appropriate members of staff will work with the Local Authority and relevant external services. Advice from professionals will be considered alongside the views of the pupil, their parents/carers and school staff when deciding how best to support the pupil.

We understand that accessibility needs can change over time. We will therefore continue to review the school environment, curriculum, communication methods and school practices to identify barriers and make improvements wherever reasonably possible. Where specialist knowledge is required, we will seek advice from appropriate external professionals and services.

Staff training and awareness

The school is committed to making sure that staff understand equality, disability and SEND and their responsibilities under the Equality Act 2010. Training and professional development will be provided where appropriate. If a pupil has a particular disability, medical condition, communication need or other identified need, relevant staff will be given appropriate information, guidance and, where necessary, specialist training to support that pupil safely and effectively.

Staff are expected to consider accessibility when planning lessons, resources, assessments, educational visits and extracurricular activities. Where specialist knowledge is needed, the school will work with external professionals to help staff understand a pupil's needs and the adjustments that may be required.

Stakeholder involvement

A range of people are involved in developing, implementing and reviewing our Accessibility Plan. This includes pupils, particularly pupils with SEND and disabilities, parents and carers, the SENDCO, teaching and support staff, pastoral and safeguarding teams, senior leaders, the Governing Board and staff responsible for the school site, premises and health and safety. Where appropriate, we will also involve Wirral Local Authority,

health and social care professionals and other external agencies or specialist organisations that support our pupils.

The views of pupils and families are important because they can help us identify barriers that may not always be immediately apparent to the school. Feedback may be gathered through meetings, reviews, pupil voice, communication with families and discussions with professionals. This information will help us identify areas where accessibility can be improved.

Our commitment

Wirral Grammar School for Boys is committed to continually improving accessibility. We will regularly consider how pupils with disabilities and additional needs can access the curriculum, the physical school environment and information provided by the school. We will consider not only whether a pupil can access an opportunity, but whether they are able to participate fully and benefit from it.

Our aim is to provide a fully inclusive school where barriers are identified and removed wherever reasonably possible, individual needs are understood and appropriate adjustments are made. By working closely with pupils, families, staff, the Local Authority and external professionals, we aim to ensure that every pupil has full access to school life and is given the opportunity, support and encouragement to participate, progress and achieve their potential.

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.

Aim	Current good practice and baseline	Objectives	Actions and evidence	Staff lead	Completion date	Success criteria
Increase access to the curriculum for pupils with disabilities	Planning: Teachers use pupil profiles, SEND information and professional advice to plan reasonable adjustments. Access: Adapted resources, seating, rest or movement breaks, assistive technology and alternative recording methods are used according to need. Assessment: Examination access arrangements are considered from normal classroom practice and evidence is retained. Participation: Educational visits, sport, music, clubs and careers activities are risk assessed and adjusted so pupils can participate wherever reasonably possible. Medical support: Individual healthcare plans are reviewed and relevant staff receive condition-specific information or training.	Short term: Confirm that every pupil with an identified need has current, usable information available to relevant staff. Medium term: Improve consistency of adaptive teaching and accessible resources across subjects. Long term: Narrow any participation or achievement gaps linked to disability or access barriers.	• Audit pupil profiles, healthcare plans, risk assessments and access arrangements; record gaps and follow-up actions. • Complete a curriculum accessibility learning walk and pupil voice sample each term, including practical subjects and enrichment. • Provide annual staff development on adaptive teaching, inclusive resources, assistive technology and examination arrangements; add targeted training when a pupil's needs require it. • Review participation, attendance, exclusions and outcomes for pupils with disabilities and SEND by key stage, subject and activity; agree proportionate action where patterns emerge. Evidence: audit log, learning-walk notes, pupil voice, training records, access-arrangement files and participation/outcome analysis.		Baseline audit by December 2026 Termly monitoring Annual evaluation by July 2027 and each July thereafter	• 100% of identified pupils have current plans or profiles shared with relevant staff. • Sampled lessons and resources show adjustments in routine use and pupils can explain how support helps them learn. • Access arrangements reflect normal way of working and meet current requirements. • Participation and outcome reviews show barriers are identified, acted on and revisited.

Aim	Current good practice and baseline	Objectives	Actions and evidence	Staff lead	Completion date	Success criteria
Improve and maintain access to the physical environment	Existing provision: Wide corridors, ramps, handrails and a lift support access between key areas. Accessible toilets, medical provision and adapted parking are available. Professional advice: Occupational therapy and NHS advice is sought when a pupil's mobility, sensory or medical needs require specialist assessment. Safety: Evacuation arrangements and personal emergency evacuation plans are used where required. Responsive adjustment: Seating, rooming and routes are adapted for pupils, staff, parents and visitors according to identified need.	Short term: Establish an accurate accessibility baseline for routes, rooms, toilets, signage, lighting, acoustics and emergency arrangements. Medium term: Prioritise and complete reasonable low-cost changes, including improved toilet access for female students where required. Long term: Build accessibility into planned maintenance, refurbishment and capital projects.	• Complete an annual site walk with pupil and parent input, considering wheelchair access, gradients, door widths, thresholds, furniture, signage, glare, lighting, acoustics and quiet/sensory spaces. • Produce a sensory profile of the school with occupational therapy or NHS input where available; identify high-noise, high-glare and congested areas. • Review accessible toilet and changing provision, including dignity, privacy, emergency alarms, signage and access for female students. • Check lift servicing, ramps, handrails, accessible parking, evacuation equipment and personal emergency evacuation plans through the premises and health-and-safety cycle. • Record priorities, cost, interim adjustments and completion		Site and sensory audit by January 2027 Priority plan by March 2027 Low-cost actions by July 2027 Capital items scheduled through the annual premises plan	• A dated audit and prioritised improvement log are available for review. • Urgent barriers have documented interim controls and completion dates. • Toilets, routes, learning spaces and emergency arrangements meet identified users' needs wherever reasonably practicable. • Pupil and parent feedback confirms improved independence, dignity and safety.

Aim	Current good practice and baseline	Objectives	Actions and evidence	Staff lead	Completion date	Success criteria
			evidence in the premises improvement plan.			
Improve the delivery of accessible information	Multiple channels: The school communicates through its website, email, letters, telephone, meetings and digital platforms. In-school access: Internal signage and visual or pictorial prompts are used where helpful. Individual formats: Large print, simplified language, coloured backgrounds, digital copies, audio, captions or other formats can be provided according to assessed need. Family access: Meeting arrangements and communication methods can be adjusted for parents and carers with a disability or communication need.	Short term: Make the process for requesting alternative formats clear and consistent. Medium term: Improve the accessibility and readability of high-priority information for pupils and families. Long term: Embed accessibility checks into all new web, document and communication workflows.	• Publish a clear contact route for requesting information in an alternative format and record requests, response times and outcomes. • Audit the website and a sample of key documents against recognised accessibility principles: meaningful headings, plain language, readable contrast, descriptive links, alternative text, captions and keyboard-friendly files. • Create accessible templates for letters, policies, presentations and learning resources, including minimum readable font size and uncluttered layouts. • Check communication preferences at admission and review meetings; offer interpreters, accessible venues, remote attendance or alternative formats when needed.		Request route published by November 2026 Priority audit by February 2027 Templates and staff guidance by April 2027 Termly sample checks thereafter	• Alternative-format requests are acknowledged promptly, fulfilled within an agreed timescale and logged. • Priority documents and sampled web pages pass the school's accessibility checklist or have a documented improvement plan. • Staff use the agreed accessible templates and checks. • Pupil and parent feedback shows that information is easier to find, understand and use.

Aim	Current good practice and baseline	Objectives	Actions and evidence	Staff lead	Completion date	Success criteria
			• Test improvements with pupils and parents who use accessibility features.			
Offer additional support to meet the needs of young carers and their families	Pastoral support: Pupils can seek help through pastoral, safeguarding and wellbeing routes. Flexible contact: Where attendance at school is a barrier, reasonable alternatives such as telephone, video or home-based meetings may be considered following safeguarding and lone-working procedures. Partnership: The school works sensitively with families and may seek Early Help, local young-carer services or other agency support with consent and where appropriate.	Short term: Improve safe identification and ensure pupils know where to seek support. Medium term: Put proportionate individual support in place and review its effect on attendance, wellbeing and learning. Long term: Reduce disadvantage and enable young carers to participate fully in school life.	• Include sensitive identification prompts at admission, annual data checks and relevant pastoral conversations; never require public disclosure. • Agree a confidential support plan with the pupil and family where helpful. Possible adjustments include a trusted adult, time to contact home, homework flexibility, access to breakfast or study space, wellbeing support and help joining trips or clubs. • Provide staff awareness training on signs of caring responsibilities, confidentiality, safeguarding and referral routes. • Signpost or refer to local young-carer and Early Help services where appropriate and with informed involvement of the pupil and family.		Identification and referral process by December 2026 Staff briefing by January 2027 Individual reviews at least termly Annual evaluation by July 2027	• Identified young carers know their trusted contact and report that support is helpful and respectful. • Support plans record agreed adjustments, consent and review dates without unnecessary personal detail. • Appropriate referrals and follow-up are evidenced. • Monitoring shows improved or sustained attendance, wellbeing, progress and participation, with additional action where needed.

Aim	Current good practice and baseline	Objectives	Actions and evidence	Staff lead	Completion date	Success criteria
			Review attendance, punctuality, progress, wellbeing and participation termly, avoiding assumptions that caring is the cause of any difficulty.			

3. Action plan

This action plan sets out how the school will improve access to the curriculum, the physical environment and information, and how it will reduce barriers for young carers. Progress will be reviewed at least termly. Evidence will include accessibility audits, pupil and parent feedback, support-plan reviews, participation and attendance information, training records, premises records and samples of accessible communications. Actions may be brought forward where an individual need or a new barrier is identified.

4. Monitoring arrangements

The full plan will be reviewed at least every three years and earlier if legislation, guidance, the school site or the needs of pupils and families change. Progress against the action table will be reviewed at least termly and summarised annually. The review will consider completed actions, outstanding barriers, impact evidence, pupil and parent views, complaints or concerns, curriculum and participation information, training records and premises priorities. Each review will record the evidence considered, decisions made, any revised deadline and the next review date.

The Governing Board and headteacher will approve the plan and receive assurance about progress. The published version will be available on the school website. Alternative formats will be provided on request. The action table is a live document and may be updated between formal reviews while preserving a clear record of changes and completed evidence.

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