


Walton Peak Flying High Academy



“Look forward with confidence and believe!”

Accessibility Plan

Approved by the Governing Body on (Date)	20/10/25
Signed Chair of Governors	
Review Date	September 2026

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Walton Peak 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 Walton Peak we want every child to look forward with confidence and BELIEVE:

- **build together** with pride
- aim for **excellence** everyday
- develop a **love of language**
- develop **inquisitive** minds
- provide **experiences** and opportunities to inspire all
- **Value** everyone in our community and beyond
- make **every day count**

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.

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 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 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

The school also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

At Walton Peak we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Walton Peak promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background. Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics.

- disability
- age
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

5. The Action Plan

	Aim	Objectives	How?	Who?	Resources	Timescale	Monitoring
1	To increase access to the curriculum for pupils with a disability.	To ensure effective planning and teaching of an inclusive curriculum	<ul style="list-style-type: none"> - Planning that considers and caters for all individual needs/learning styles - Lessons that are scaffolded or differentiated where required - Use of specific assessment tools such as Celebratory Checkpoints, Birmingham Toolkit in order to assess children and identify next steps. - Multi-sensory curriculum approach - Careful consideration of allocation of resources i.e. TA support. - Detailed class provision maps - Detailed individual support plans 	Class teachers	<p>Use of concrete items</p> <p>Planning/T&L support where required.</p> <p>Provision maps and individual support plans</p>	Ongoing from the start of the academic term	<p>Subject leaders, SENDCo and SLT</p> <p>Governing Body</p>
2		To ensure that staff are upskilled in order to best meet the needs of pupils with a disability/additional need.	<ul style="list-style-type: none"> - All staff to take part in the PINS project so that neuro diversity is celebrated and those that are neuro diverse are fully included in the school community. - Identified staff are trained in Makaton in order to support communication of non-verbal pupils. 	<p>All teachers and teaching assistants</p> <p>Identified teachers and teaching assistants</p>	Staff meeting/INSET time	Throughout the Autumn and Spring term	<p>SLT</p> <p>Governing Body</p>
3		To ensure that all children have access to extra-curricular activities	<ul style="list-style-type: none"> - Ensuring that all activities can be tailored to meet individual needs - Where required, seek advice/support from external 	<p>Pastoral Lead</p> <p>Class teachers</p>	This will vary depending on individual need and activity	Ongoing from the start of the academic term	<p>SLT/SENDCo</p> <p>Governing Body</p>

			<p>agencies e.g., medical professionals</p> <ul style="list-style-type: none"> - Risk assessments completed on an individual basis where required 				
4		To ensure that all children with SEND can participate with out of school visits	<ul style="list-style-type: none"> - Adapted transport where needed - Pre-visits to be completed by visit lead and/or SENDCo for suitability - Individual risk assessments created where required - Adaptations to be made where required - Where required, seek advice/support from external agencies e.g. medical professionals 	<p>Class teachers</p> <p>Pastoral lead</p> <p>SENDCO</p>	<p>Adapted transport where required.</p> <p>This will again vary on individual need and type of visit</p>	For every visit that takes place	<p>SLT</p> <p>Governing Body</p>
5		To ensure that pupils with SEND can participate in physical activities	<ul style="list-style-type: none"> - Links/discussions with external agencies such as physiotherapy - Adapted equipment - Well planned/resourced lessons, considering individual needs - Adhering to individual plans e.g., Individual Health and Care Plans 	<p>Class teachers</p> <p>SENDCo</p>	Adapted resources where required	Ongoing from the start of the academic year	<p>SLT/Subject Lead</p> <p>Governing Body</p>
6	Improve and maintain access to the physical environment	To ensure all areas of school are free from obstacles and hazards.	<ul style="list-style-type: none"> - Daily checks and awareness by all staff - Signage placed to alert all potential hazards whilst solution is sought - Moving of hazardous objects etc. - Reporting to SLT/Site manager 	<p>Site Manager</p> <p>All staff</p>	Area/need specific	<p>Ongoing from the start of the autumn term</p> <p>Daily checks by Site manager</p>	<p>SLT</p> <p>Trust health and safety leads</p> <p>Governing Body</p>

7		To ensure effective evacuation strategies for those with a disability	<ul style="list-style-type: none"> - Personal Emergency Evacuation Plans (PEEP) in place for individual children 	<p>Class teachers</p> <p>SENDCo</p>	This will vary based on individual need	Ongoing from the start of the autumn term	<p>SLT</p> <p>Trust health and safety leads</p> <p>Governing Body</p>
8	Improve the delivery of information to pupils (and parents) with a disability	To ensure that all pupils are able to access lessons	<ul style="list-style-type: none"> - Range of communication methods including visual and auditory aids. - Use of pictorial representations to support understanding of written materials - Large print resources - Dyslexia friendly resources 	Class teachers	Based on individual needs	Ongoing	SENDCO
9		To ensure effective communication with parents/carers with sensory impairments or whose English is an additional language	<ul style="list-style-type: none"> - Increased font size where required - Key information highlighted - Messages verbally communicated where appropriate - Icon on school website to change the language of wording displayed 	<p>SLT</p> <p>Administrative Staff</p> <p>Class teachers</p>	Adapted written correspondence where required	Ongoing from the start of the academic year	Governing Body