



Westcliff
High School
for Girls

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Accessibility Plan

Title	Accessibility Plan
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WESTCLIFF HIGH SCHOOL FOR GIRLS

Accessibility Plan 2026

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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; and
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all pupils and their families fairly and with respect. This includes supporting the needs of families of young carers by ensuring the school is accessible and welcoming to parents/carers with disabilities and/or illness and by removing barriers to communication.

The vision for Westcliff High School for Girls is to empower our students to be the next generation of leaders and enrich their lives and those of others so that they understand their place in society. We want students to enjoy learning, become independent, resilient and proactive learners who are not afraid to take risks. Our ambition is for students to achieve academic success in an atmosphere that fosters positive relationships, good mental health and wellbeing, promotes equality and inclusion, and celebrates diversity. We want our students to engage with the local, national and international community in the belief that they can make a difference.

The plan will be made available online on the school website and paper copies will be available upon request. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports partnerships across the South East Essex Academy Trust (SEEAT) to develop and implement inclusive practice and accessibility arrangements.

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

This plan has been developed with consideration of feedback from students, parents/carers, staff, governors and external professionals where appropriate.

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 pupil with disabilities faces in comparison with non-disabled pupils. 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 2026 - 2029

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Continue to enable access to the curriculum for pupils with disabilities	Our school offers a differentiated curriculum for pupils as appropriate Personal Development Education (PSHE) Curriculum resources include examples of people with disabilities Targets are set effectively and are appropriate for pupils with additional needs	For all students to achieve or exceed their FFT / ALPs targets	Monitoring of PT data by SLT, Heads of Department (HoD), SENCO and Heads of Year (HoY) Head of PDE to regularly review and up-date resources in accordance with national trends and developments.	HoDs, SENCo & HoYs Head of PSHE	Annually	Outcomes Students working towards achieving their targets

Adapt and maintain access to the physical environment	Where possible, the environment is adapted to the needs of pupils as required. This includes: • Ramps • Lifts • Corridor width • Disabled parking bays • Provision of alternative learning spaces where appropriate • Disabled toilets and changing facilities	To improve the external pathways around the school.	Following the dry summer this was not able to take place and has had to be postponed.	Operations Manager working with Site Team	2027	Work completed. Pupils with mobility and visual impairments are able to move confidently around the school site.	Pupils, staff and visitors with mobility, sensory or physical disabilities are able to access school facilities safely, independently and with increasing confidence.
To continue to explore opportunities within the school to promote positive images of disabled people.	Disability forms part of the schools PSHE Programme Ensure that disability is part of the remit of the Deputy Headteacher in charge of Inclusion	To continue to promote the achievements of those with disabilities and ensure that they are appropriately recognised	Photographs Inspiration boards to include those with disabilities. Assemblies Continue to grow students' appreciation of what accessibility needs mean	Head of PDE, SENCo & Deputy Head for Inclusion	ongoing	Students can articulate some achievements of people with disabilities.	Targeted talks are given to students through assemblies, tutor time, PDE lessons, experience days and links to School Values

Continue to ensure the availability of accessible information to students, parents and carers with disabilities.	School has appropriate staffing and resources to support our current students with identified needs - trained & qualified members of staff Access to Visually and Hearing-Impaired specialist teachers. Habilitation officer Large print resources Braille resources Digital formats Audio formats Accessible website information Alternative communication formats where appropriate Text to font	To ensure that key documents and information is accessible to students, parents and carers with disabilities.	Maintain ongoing review of needs	SENCo	Ongoing	Current needs are met and capacity exists to adapt to newly identified needs.	Students, parents and carers are able to access information in formats that meet their individual needs, enabling effective communication and engagement with school life.
Short term mobility issues	Students with short term mobility issues are given a care plan which is shared with staff. Classes are moved appropriately to allow maximum access to teaching and learning (i.e. move classes to ground floor, issuing of lift passes,	Ensure minimal loss of learning and ensure safety of all students. Inclusion of all students to ensure their wellbeing is met	To ensure families make early contact with school staff to ensure needs are identified and care plan is put in place	School medical officer to liaise with SENCo, DSL and pastoral	ongoing	Student appropriately identified and supported.	Students experiencing temporary mobility difficulties experience minimal disruption to learning and are able to remain safe, included and

	adapting movement time, use of buddy to carry bags and support)						fully engaged in education.
Support young carers and families affected by disability or illness	The school works with families to identify barriers to education, attendance and engagement. Pastoral, SEND and safeguarding teams work collaboratively to support individual circumstances.	Ensure communication and school engagement are accessible for young carers and families where a parent/carer has a disability or long-term illness.	Identify young carers through pastoral and safeguarding systems, alongside letters to parents and carers. Provide flexible methods of communication where required. Ensure meetings and school events are accessible. Provide appropriate support regarding attendance, wellbeing and engagement. Review accessibility needs of parents/carers on an individual basis.	Young Carer Lead, SENCo, DSL, Pastoral, Deputy Head for Inclusion	Ongoing	Young carers and families with disabilities are appropriately identified and supported.	Young carers and families affected by disability or illness feel supported, can engage fully with school processes and experience reduced barriers to communication and participation.

4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

The plan will be reviewed by the SENCo and School Business Manager.

The plan will be approved by the Local Governing Body.

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 and Disabilities (SEND) Policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy