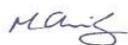




Accessibility Plan

Author:	Mr J Beattie	
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Governor Committee:	Resources	
Approved by:	Mr M Ainley Chair of Governors	Signature: 
Review due:	Spring 2029	

Hard copies of all policies are available free of charge, upon request. Please contact the school office to order copies.

Phone: (01964) 613133

Email: whstc@wscampus.net

Web: www.withernseahigh.org.uk



Inspiring confident young people to thrive in a changing world

Accessibility Plan

“A person has a disability if he or she has a physical or mental impairment that has a substantial long term adverse effect on his or her ability to carry out day to day activities.”

The Disability Discrimination Act 1995 (DDA) definition.

Introduction

The DDA was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Withernsea High School recognises the following duties that this places upon them:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.

In considering what is reasonable the school will take account of:

- The best interests of the students where possible
- The practicalities of making a reasonable adjustment
- Health and Safety factors
- The interest of other students
- The need to maintain academic standards
- School budget situation.

The DDA places three specific requirements on the Governing body:

- To increase the extent to which disabled students can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- To improve the delivery of information that is provided in writing to disabled students, parents/carers and visitors.

The overall aim of Withernsea High School’s Accessibility Plan is to increase the accessibility to education and other opportunities for disabled students. The Accessibility Plan can be found at Appendix 1. The priorities identified in the Accessibility Plan are recorded under the three requirements detailed above.

The Accessibility Plan should be read in conjunction with the following supporting policies:

- Anti-Bullying Policy
- Behaviour Policy – The practice of ‘reasonable adjustment’ is integral to the Behaviour policy. The school behaviour policy, however, covers all students; a disability, therefore, does not preclude a student from sanctions or exclusions.
- Inclusion Policy
- Educational Visits Policy
- Equality Opportunities Policy
- Single Equality Scheme

Availability of the Accessibility Plan

This plan will be made available on the school’s website.

The Governing Body will review and report on the Plan annually. This will be done through liaison with the SENDCO, Deputy Headteacher (Progress) and the School Business Manager.

Context

Withernsea School comprises of one main building split into sections across a large site. The buildings include both single-storey and multi-storey accommodation.

Withernsea School is committed to providing an inclusive curriculum that enables all students to achieve the best possible outcomes, regardless of individual needs or abilities. Not all students with disabilities have special educational needs (SEN), and not all students with SEN meet the definition of disability under the Equality Act 2010. This Accessibility Plan applies to all such students.

This Equality Duty Statement outlines how the school meets its statutory responsibilities to promote equality across all protected characteristics as defined by the Equality Act (2010).

All students have access to a broad and balanced curriculum and are encouraged to participate fully in the life and work of the school, in line with their abilities and needs.

Accessibility Plan

- **Leadership Group Responsibility:** Headteacher
- **Type of Policy:** Statutory
- **Review Period:** Every three years
- **Last Reviewed:** Spring 2026
- **Next Review:** Spring 2029

This Accessibility Plan aligns with the objectives of the Withernsea School Special Educational Needs Policy and should be read alongside these documents.

This Accessibility Plan exists to support the school's vision of providing wide-ranging opportunities for all, where every individual within the school community is valued. It aims to ensure that students develop moral values, confidence, and resilience, enabling them to make a positive contribution to life at Withernsea School and beyond.

The school aims to:

- Identify students with special educational needs and/or disabilities (SEND) and ensure their needs are appropriately met
- Ensure that students with SEND can participate fully in all aspects of school life
- Support all learners to make the best possible progress
- Ensure that parents and carers are informed about their child's identified needs and progress, and that effective communication is maintained between home and school

Previous Adaptations made to the school

A range of initiatives and adaptations have already been introduced at Withernsea High School to help increase the accessibility to education for disabled students. These are detailed below under the relevant DDA requirement:

Improving Access to the Curriculum

At Withernsea High School, we are committed to ensuring that all students have full access to learning, activities, and opportunities, regardless of their abilities or challenges. Our approach includes:

- **Increasing Participation:** We look for whole-school ways to engage all students in after-school clubs, cultural and leisure activities, and out-of-school visits, with a particular focus on students who may face barriers, such as those with physical, behavioural, or other challenges. We work closely with local primary schools to ensure we plan and adapt for any pupils due to start with us in the future.
- **Risk Assessment and Safety:** Potential barriers to participation are carefully assessed using our risk assessment procedures, and proactive measures are taken to minimise these risks.
- **Classroom Support:** The deployment of teaching assistants, access to ICT, and other classroom support strategies are used to enhance learning opportunities for all students.
- **Attendance and Engagement Strategies:** Flexible timetabling, nurture groups, counselling, therapy access, and first-day absence responses are implemented to support attendance and participation.
- **Classroom and Group Organisation:** We organise classrooms and groups in ways that maximise students' success and ensure that all students can achieve their full potential.
- **Curriculum Flexibility:** Action to increase curriculum choice and flexibility ensures that students can access appropriate qualifications and achieve their best outcomes.
- **SEN Support:** Our response to students with special educational needs, guided by the SEN Code of Practice, helps improve attainment. Effective communication about individual student needs is monitored to ensure ongoing support.
- **External Agency Collaboration:** Strong relationships and communication with external agencies help enhance students' access to learning, with regular monitoring and targeted improvements.
- **Staff Training:** Staff training is provided to meet the diverse abilities and needs of all students, including support for manual handling, personal care, or communication needs.
- **Student Voice and Peer Support:** Students are encouraged to support one another, and we ensure they have a voice in decisions that affect them.
- **Promoting Positive Representation:** Disabled members of our school community are showcased positively through school publications and by highlighting role models, promoting success and achievement.
- **Parental Partnership:** We work closely with parents and carers to ensure they feel valued as partners in their children's education, encouraging active involvement and support.
- **School Culture and Inclusion:** Through quality marks, interventions, and continuous improvement, Withernsea High School fosters a positive culture that celebrates inclusion and ensures all students, including those with disabilities, thrive. We differentiate lessons and materials for pupils who are visually and hearing impaired.
- **School visits** – we ensure we offer support for all pupils to take part in educational visits.

Developing Access to the Physical Environment of the School

- There is access to classrooms on all floors via lifts or a chair lift – Ramp currently being installed to replace existing lift to 2 classrooms to ensure access for all.
- Where appropriate, handrails have been added to assist with stairs
- Marking of all external and internal steps
- Installation of doors with disabled access
- Provision of disabled toilets
- Provision of specialist equipment to access learning in practical activities

- Installation of electronic white boards in teaching rooms – it is recognised that children with learning difficulties, or who are partially sighted, find it easier to learn when an electronic white board is used
- Staff training to enable children with medical needs to gain access to the education eg epilepsy, diabetes, foetal alcohol syndrome
- Designated parking bays for people with a disability
- Physiotherapy and sensory room on site
- Highlighting key obstacles in school to help visually impaired students.

Improving the delivery of information to students

- Relevant training and advice have been sought from external agencies, when required with specialist support from the SAPTS team, OT and the LA buildings officer.
- Information provided through the school website with the facility for modifying text
- Recommendations made to staff based on individual student needs in relation to text size, font and colour
- Provision of overlays for students with a diagnosis of visual stress
- Provision of texts in braille
- Provision of enlarged texts for visually impaired.

At Withernsea High School, we take the success of our accessibility and inclusion initiatives seriously. Our governors provide an annual report to parents on the Accessibility Plan, highlighting progress and any necessary updates. To measure success, we look at:

- **Achievement of Targets:** Reviewing whether identified accessibility and inclusion goals have been met.
- **Physical Accessibility:** Monitoring improvements in school buildings to ensure they are fully accessible.
- **Stakeholder Feedback:** Gathering responses from parents, students, and staff to check confidence in the school's ability to provide equal opportunities.
- **Staff Confidence:** Evaluating whether staff feel more capable in supporting students with additional needs and reducing barriers to success.
- **Student Participation:** Tracking evidence that more students with disabilities are actively involved in all school activities.
- **Reducing Exclusions:** Ensuring fewer students are excluded from opportunities because their needs are being effectively met.
- **Student Achievement:** Monitoring improved academic and personal outcomes for students with disabilities.
- **Student Perspectives:** Collecting feedback from students—verbally, pictorially, and in writing—on how included they feel.
- **Inspection Outcomes:** Using Ofsted and other external evaluations to identify higher levels of educational inclusion.