

# Accessibility Plan

2025 - 2027

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Approved by:	Local Academy Board
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**Wyvern  
Academy**

*Enriching Lives, Inspiring Ambitions*

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## 1. Aims

All schools are required under the Equality Act 2010 to implement an accessibility plan.

The purpose of the plan is to:

- To maximise the extent to which students with disabilities can participate in the curriculum.
- Improve the environment of the school and its resources, to enable disabled students to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled students and their families.

Wyvern Academy recognises its duty under The Equality Act 2010:

- **Not to** discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services.
- **Not to** treat students with disabilities less favourably for a reason related to their disability.
- **To make** reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage.
- **To publish** an Accessibility Plan that will demonstrate our intentions to increase access to education at Wyvern Academy for students with disabilities.

Wyvern Academy recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out some activities and respects the parents' and the child's right to confidentiality.

Wyvern Academy ensures a high-quality experience for all students to help maximise everyone's potential, whilst supporting creativity and individuality within teaching and learning. Some of the tools we use to support this are:

- intelligent sequencing,
- knowledge organisers,
- highly tailored learning activities,
- effective formative assessment,

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

If you have any concerns relating to accessibility in school, please contact the Assistant Headteacher (SENDCo) K. Marley in the first instance. If you feel your concerns have not been dealt with adequately, the Trust's complaints procedure covers the Accessibility Plan and sets out the process for raising any 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, long-term health conditions such as asthma, diabetes, epilepsy and cancer, and other 'invisible' disabilities such as dyslexia and dyspraxia.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student may face in comparison with a non-disabled student. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Appendix 1 – Site Access Aim

SITE ACCESS AIM	TARGET	STRATEGIES /PLANNING	STATUS 2025
Wyvern Academy car parking access	PARKING	Disabled parking spaces are available in the car park and clearly marked. There is also the possibility to stop close to an entrance to drop off/collect students.	Implemented
Textured surfaces to support visually disabled navigation around the site	All entrances marked with appropriate textured surfaces to identify entry/exit points	Main site entrance complete. Reviews of surfacing around the rest of the site are ongoing.	Funding dependent
No students to be absent on the basis of lack of accessibility to the site	Fully accessible site	Any student with a short or long-term disability will be risk assessed and an individual solution will be formulated. This may entail re-rooming lessons currently on upper floors.	Implemented
Emergency Evacuation Plans (PEEPS) communicated to staff, students and parents	Accessibility to all areas/rooms in the school building	Staff prepare emergency evacuation plans for all students with disabilities of any type who may find themselves on an upper floor in the event of an emergency. Appropriate evacuation equipment is still required on site.	Implemented when needed – currently no PEEPS

#### 4. Appendix 2 – Curriculum Access Target

CURRICULUM ACCESS TARGET	LEAD PROFESSIONAL	STRATEGIES/PLANNING	CURRENT STATUS
High quality first teaching alongside Student Passports	SENDco/Assistant Head (T&L)	Focused use of Edukey to support staff and students to develop high quality teaching approaches.	Implemented
Ensure all staff are aware of Student Passports and information is shared with external agencies	SENDco	All staff have access to Edukey which details a range of strategies to allow curriculum access whatever the disability.	Implemented
Review curriculum area planning to ensure students with disabilities are taken into account	SENDco/Assistant Head (T&L)	Curriculum intent has been fully reviewed. All medium-term planning makes progress steps explicit and inclusive for all.	Implemented
Ensure disabled students participate equally in roles and responsibilities	Associate Assistant Head (Personal Development)	Ensure disabled students are involved in programmes such as ambassadors, student voice and prefects.	Implemented
Ensure disabled students participate equally in after school and lunchtime activities	Curriculum Leaders/Pastoral Leaders	Continued liaison with pastoral team to track opportunities and engagement for all students	Implemented
School Visits and trips to be accessible to all	SENDco, Careers Advisor, Curriculum Leaders	Accessibility of all trips (curriculum and extra-curricular) and venues to be considered as part of the trip authorisation process before being offered to students.	Implemented
Recommendations made by specialist area teams are implemented and reviewed	SENDco	Close links are made with Darlington specialist teams and external agencies increasing the range of services employed as appropriate.	Implemented

## 5. Appendix 3 – Equipment in Place for Assisting Students

EQUIPMENT IN PLACE FOR ASSISTING STUDENTS	TARGET	RESPONSIBLE PERSON	STATUS
Radio Aids	Devices available for all hearing-impaired students.	SENDCo	Implemented
Seating for visually impaired students	All teachers aware of visually impaired students in their classes and seating allocated appropriately using seating plans in Class Charts.	Teaching Staff	Implemented
Letters/Written material available to students/parents in translation to an appropriate medium	All written correspondence from the school to be available to all students/parents in a form that they can readily access and understand.	SENDCo and Ops Manager	Implemented - Arbor
Accessible toilet facilities available around the site	Availability of an accessible toilet in the same area as general toilet facilities. To be equipped with appropriate transfer support and alarms.	Site Team	Implemented

## 6. Appendix 4 – Support for Parents

SUPPORT FOR PARENTS	LEAD PROFESSIONAL	STRATEGIES/PLANNING	CURRENT STATUS
Interpretation available for parents if required	SENDCo	Forge links with other agencies to access interpretation services	Implemented – AI technology
Review information to parents/carers to ensure it is accessible	SENDCo/Ops Manager	Review of parent communications to ensure they meet plain English recommendations. Develop the availability of spoken language versions of letters.	Implemented – Arbor
Develop a parents' network with meetings to discuss and share concerns and sources of further support	SENDCo	All parents to be invited to meetings half termly, develop a programme of focus for meetings.	Implemented – Parental meetings held weekly