



# SALE HIGH SCHOOL



## Accessibility Policy

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Governor Committee: LGB (Local Governing Board)



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## Accessibility Policy

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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 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

Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

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

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

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.



### 3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school’s SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
Ensure students with disabilities can fully access the curriculum.	Monitor and evaluate the effectiveness of support staff deployment.	SENDCo, SLT, Classroom teacher	Ongoing
Provide training to staff to meet the needs of students with disabilities.	Regularly update training programmes for staff.	SENDCo, SLT	Ongoing
Deliver lessons that are inclusive, differentiated, and accessible to all students.	Conduct reviews of lesson planning to ensure adaptations are consistently applied.	MLL, Classroom Teachers, SLT	Ongoing



Ensure students requiring additional support have access to effective intervention programmes.	Evaluate the impact of intervention programmes annually and refine as necessary.	SENDCo, SLT	Ongoing
Ensure classrooms are suitably adapted.	Conduct regular checks on classroom arrangements to ensure they are meeting student needs.	SENDCo, SLT, Site Team	Ongoing
Create learning environments that support students with disabilities, including the use of technology.	Audit classroom accessibility and ICT usage annually.	IT Department, Site Staff	Ongoing
Foster inclusivity in extracurricular activities and school trips for students with disabilities.	Monitor participation rates and gather feedback from students to ensure inclusivity.	Heads of Year, SENDCo, Class Teachers	Ongoing
Strengthen partnerships with external agencies to enhance support for students with disabilities.	Review partnerships with external agencies and expand as necessary.	SENDCo, DSL	Ongoing
Promote student voice and peer support to enhance inclusivity.	Continue to seek feedback and implement suggestions to improve inclusion efforts.	Pastoral Team, School Council	Ongoing

## Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)

Accessibility outcome	Actions	Person Responsible	Timescale
Due to the age of school, the building, there is no access to the classrooms on the first and second floors. Toilets have previously been upgraded to provide disabled toilet access. Sites on the ground floor and outside recreation areas are accessible by wheelchair users.	Monitor physical access to ensure the areas of school remain accessible and in good maintenance. A new school building will be designed and constructed to ensure all areas of school are accessible to all users	Head Teacher, Business manager, Health & Safety Lead, Site Team, Governors	Ongoing  2029
The main reception carpark entrance currently has high kerbs that may cause issue for wheelchair users.	Purchase ramps for the school entrance kerbs	Business Manager, H&S Lead, Site Team	3 mnths
Lighting in Sale High School is effective for all users. Regular PPM is completed and documented for all emergency lighting	Regular site checks	Site Team	Ongoing
	Areas of concerned filled and levelled	Site Team	Summer Holiday



<p>3 separate carparking sites are located around Sale High School: Main Reception, Croft Road and the Service Road. Croft road needs some repair due to uneven surface.</p> <p>Main reception carpark has 2 disabled carparking spaces, Croft Road has 2 disabled carparking spaces</p> <p>Lighting on carparks has recently been reviewed and enhanced to make the site more accessible.</p> <p>Personal Evacuation Plans (PEEPS) are developed and reviewed for individuals, as required, practices during the termly fire drills</p> <p>Risk assess physical or sensory needs</p>	<p>Uneven surfaces to be sprayed in hazard yellow</p> <p>Signs to be erected warning of uneven surface</p> <p>Continue to review site to identify further issues</p> <p>Continue to review</p> <p>Not completed as a risk assessment – becomes part of the PEEP – need to create assessments</p>	<p>Health &amp; Safety Lead</p> <p>Health &amp; Safety Lead</p>	<p>1 week</p> <p>1 week</p> <p>Half termly</p> <p>Ongoing</p> <p>3 mths</p>
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**Section 3: How does school deliver materials in other formats? (Provision of Information)**

Accessibility outcome	Actions	Person Responsible	Timescale
Ensure that all communications are accessible to students, parents, and visitors with disabilities.	Regularly review local services available for alternative formats and ensure contact details are accessible.	Office Manager, SENDCo, Marketing	Ongoing
Support parents/carers with language or literacy difficulties to access key information.	Evaluate translator services usage and establish partnerships with additional providers if needed.	Pastoral Team, Admin Staff	Ongoing
Facilitate accommodations for students requiring support during examinations.	Ensure all necessary arrangements are made in compliance with exam board requirements.	Exams Officer, Assistant SENDCo, SENDCo	Ongoing
Provide tailored communication support to parents/carers as requested.	Gather feedback to identify any additional needs for support during key school interactions.	Pastoral Team, Admin Staff	Ongoing



## 4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing Body, Senior Leadership Team and Health and Safety lead.

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality policy
- Behaviour policy

