Upton-by-Chester High School

Accessibility Policy and Plan

Policy Link	
SLT	Mr L Cummins
Governor	Ms S Curtis

To	Date
Committee : Buildings and Finance Committee	March 2026
Full Governing Body	
Next Review	March 2029
Make available on:	**Yes/ No**
School website	Yes
Staff shared area	Yes

'Learning to shape the future'

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

Upton by Chester High School is a fully inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all learners fairly and with respect, and this involves providing access and opportunities for all learners without discrimination of any kind. Everyone in our school is important and included.

All learners are provided with high quality learning opportunities so that each learner attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, learners, parents and governors. The plan will be reviewed regularly to ensure that it is having the impact it should.

2. Legislation

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, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Reasonable Adjustments

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

These obligations, however, do not apply to content of the curriculum. Even if the content of the curriculum causes offence to learners with certain protected characteristics, this will not make it unlawful unless it is delivered in a way which results in harassment or subjects learners to discrimination or other detriment. Although the school will not expect disabled learners to suggest adjustments, the school will encourage them to make suggestions and will have regard to any such suggestions made that might help to overcome the disadvantage. The school will determine whether the suggestions are reasonable for the school to implement in all circumstances

The school must make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage to their peers in the ability to participate in a learning experience outside of the classroom or an educational visit. This may include providing additional staffing and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.

The factors to take into account when making an adjustment are:

- how effective the adjustment would be in overcoming the disadvantage
- how practicable it is to make the adjustment
- the financial and other costs incurred and the extent of any disruption to activities
- the availability of financial and/or other assistance in making the adjustment

4. Examples of how Upton-by-Chester High School supports learners with Disabilities

The following illustrates some of the ways in which Upton-by-Chester High School would support learners with disabilities.

- Preparation for entry to the school – e.g. extra induction visits, extended transition e.g. summer school
- Individual meetings with parents/carers, advice from outside agencies, a presence at EHCP reviews, professional discussions between supporting adults.
- The provision of background information and advice for all members of staff – such information is regularly updated. It is also attached to SIMS so that it is easily accessible to all staff at all times.
- Discussion of the delivery of the curriculum and provision of such aids as hearing loops, be-spoke I.C.T etc.
- All staff trained in the quality first teaching of pupils with specific conditions.

- All staff responsible for the care of pupils with medical conditions trained in specific basic medical awareness.
- Sensitive provision of support from members of the Supportive Education Team – some disabled learners may receive additional funding in the form of top up funding or funding through their EHCP. Where appropriate, a key member of the team will be assigned to an individual learner. Where no top-up funding is granted, the school will fulfil its duty to meet the pupil's needs with the notional Element 2 funding.
- Special provision may be put in place at break/lunchtime/before and after school – e.g. providing places which may be quieter than areas of school accessible to all learners, supervising the purchase and consumption of food at lunchtime, meet and greet at the beginning and end of the school day.
- Classroom management e.g. seating plans, will be designed to ensure learners with additional needs are supported.
- Access arrangements are made, where appropriate, for public examinations
- Access arrangements for internal tests and examinations are made, where appropriate and possible to support learners.
- Additional support preparing for the next stage of education e.g. Early interviews with the Independent Careers Advisor, starting in Year 9.
- All First Aid Staff are fully briefed about those learners with disabilities (provided this information has been made available by parents/carers)
- Arrangements for the administering of medication are put in place – see medicines policy. Where appropriate, medication will be stored safely and in some exceptional cases, will be administered under supervision – this would most commonly apply to learners with diabetes. Such learners will have a Care Plan attached to SIMS and easily accessible.

5. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Board.

It will be approved by the Governing Board

6. Linked 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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy