



Helsby High School Accessibility Plan

Background to and aims of this plan:

Under the Equality Act 2010 there is a requirement for all schools to promote equality for people with protected characteristics in every aspect of their school experience. This equality duty has three main elements;

- To eliminate discrimination, harassment, victimisation and any other act prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- To forge good relations between people who share a protected characteristic and those who do not

Disability is one of the protected characteristics.

The equality duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs.

The purpose of this accessibility plan is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Definition of disability

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Last review date: March 2026 (Full Governors Committee)

Next review date: March 2027



The Equality Act 2010 defines disability as follows:

A physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

- ‘substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you’re diagnosed with HIV infection, cancer or multiple sclerosis.

Reasonable adjustments and when they have to be made

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 students with certain protected characteristics, this will not make it unlawful unless it is delivered in a way which results in harassment or subjects students to discrimination or other detriment.



Although the school will not expect disabled students 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

Helsby High Accessibility Action Plan 2026-27

Focus Area	Current Provision	Actions	Success Criteria	Evaluate and Review
Transition	Extra induction visits Extended transition including summer school	Enhance transition programme by introducing student voice in transition planning	Positive student voice	Annually and at key transition

Focus Area	Current Provision	Actions	Success Criteria	Evaluate and Review
	Individual meetings with parents/carers Liaison with external agencies Attendance at EHCP reviews			points (RDA/GWA)
Teaching and Learning	Quality First Teaching Staff CPD on specific conditions Curriculum delivery adapted Use of aids such as hearing loops and bespoke ICT Classroom strategies including seating plans	Embed adaptive teaching strategies across all departments Introduce SEND learning walks	Curriculum reviews show consistent adaptive teaching improved progress for SEND pupils	Termly via curriculum review cycles (GWA/IDU)
SEND / Learning Support	Learning Support Team provision Key worker allocation EHCP and top-up funding support Element 2 funding used where required Regular staff updates via Class Charts and Student Focused Briefing.	Review deployment of support staff Implement provision mapping Evaluate impact of interventions	Measurable impact of interventions Clear provision mapping Improved student outcomes	Termly via SEND reviews with annual strategic review (MLA)

Focus Area	Current Provision	Actions	Success Criteria	Evaluate and Review
Access to Information	Student information shard via Class Charts Staff provided with up-to-date pupil needs Care plans accessible Regular communication with parents/carers	Audit accessibility and quality of support plans Improve parent communication systems	Information accessible on all students Positive feedback from parents/carers	Termly (MLA)
Medical Needs	Appropriate staff trained in medical awareness First aid staff briefed Care plans in place Safe storage and supervised administration of medication	Update medical training annually Review care plans and medical needs regularly Ensure all relevant staff are informed	All staff confident in supporting medical needs No incidents due to lack of awareness	Annually and as needs change (GWA/MLA)
Examinations & Assessment	Access arrangements for public exams and internal assessments Tailored support to ensure equity	Ensure early identification of access needs Maintain compliance with JCQ regulations Staff training on exam access	Appropriate access arrangements in place Students perform in line with ability	In line with exam cycles (MLA)
Enrichment & Wider Participation	Reasonable adjustments for trips and visits Additional staffing	Audit participation rates Adapt clubs and trips to increase inclusion Promote opportunities	Increased participation of SEND pupils in enrichment Positive student feedback	Termly (MLA)

Focus Area	Current Provision	Actions	Success Criteria	Evaluate and Review
	Accessible transport Appropriate venue selection Support during unstructured times (break/lunch)			
Pastoral Support / Wellbeing	Quiet spaces available Supervised social times Meet and greet provision Tailored support for social and emotional needs	Introduce targeted interventions Gather student voice	Reduced incidents Positive student feedback	Termly (MLA)
Careers & Post-16 Preparation	Early access to careers advice from Year 9 Independent careers advisor support Additional transition planning	Ensure all SEND pupils have personalised guidance Strengthen links with post-16 providers	Successful post-16 transitions NEET figures reduced	Annually (GWA)
Physical Environment / Building Access	Adaptations as required to support access Consideration of accessibility in planning activities and provision	Conduct full site accessibility audit Plan and implement improvements Ensure compliance with regulations	Improved site accessibility No barriers to movement or participation	Annually with site review (GWA/RDI)