

<b>Policy/Procedure</b>	Accessibility Plan		
<b>Type</b>	Operational		
<b>Applies to project(s)</b>	Watermelon Independent Schools	<b>Policy No</b>	OP/01
<b>Created by(owner)</b>	Z. Jonah		
<b>Status</b>	Released		
<b>Date</b>	Jan 2026		
<b>Next review date:</b>	Jan 2027		

**Change History:**

Version	Description	Date issued	Reason	Approved by
1.0	New plan	18.07.2024	New school	ZJ
1.1	Review	18.07.2025	Yearly review	HL
1.2	Review	Jan 2026	Review	HL

**Related Policies:**

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
OP/03	Anti-bullying Policy		
S/03	Safer Recruitment and Selection		
OP/09	Complaints Policy and Procedure		
OP/10	Curriculum Policy		

HR/08	Staff Behaviour (Code of Conduct)		
S/02	E-Safety Policy		
OP/13	Equality and Diversity Policy		
HS/01	Health and Safety Policy		

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## **1. Aims**

- 1.1 Watermelon Independent Schools' accessibility plan fulfils obligations required under the Equality Act 2010. Watermelon Independent Schools aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. The plan is available on the Watermelon Independent Schools website, and paper copies are available from the office upon request. Watermelon Independent Schools is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.2 The aim of the plan is to:
- i. Increase the extent to which disabled pupils can participate in the curriculum.
  - ii. Improve the physical environment at Watermelon Independent Schools to enable disabled pupils to take advantage of education, benefits, facilities, and services provided.
  - iii. Improve the availability of accessible information to disabled pupils.

## **2. Legislation and guidance**

- 2.1 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.
- 2.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.
- 2.3 The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. Key points:
- i. As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief or sexual orientation.
  - ii. The exceptions to the discrimination provisions for schools are all replicated in the new Act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.
  - iii. Protection against discrimination is now extended to students who are pregnant or have recently given birth, or who are undergoing gender reassignment.
- 2.4 Watermelon Independent Schools is 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 an auxiliary aid or adjustments to premises.

### **3. Principles**

- 3.1 Compliance with the Equality Act 2010 is consistent with the school's aims, the Equality Opportunities Policy and the operation of the school's SEN policy. The school recognises its duty under the Equality Act to:
- i. not discriminate against disabled pupils in our admissions, exclusion and provision of education and associated services, subject to the school being able to meet needs
  - ii. Not treat disabled pupils less favourably
  - iii. take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - iv. Publish an accessibility plan.
- 3.2 The school recognises and values parent/carer's knowledge of their child's disability and its effect on their ability to carry out normal activities and respect that parent/carer's right to confidentiality.
- 3.2 The school provides pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils using their preferred learning styles / way of working and endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum by:
- i. setting suitable learning challenges
  - ii. responding to pupils' diverse learning needs
  - iii. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### **Activity**

- 3.4 This section underlines the main activities that the school undertakes and is planning to undertake, to achieve the key objective.

#### **Education and related activities**

The school will continue to seek and follow the advice of the local authority and other specialist advisors; for example: occupational therapists, educational psychologists, speech therapists and other appropriate health professionals.

#### **Physical environment**

The school will take account of the needs of staff, pupils, parents/carers and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, in respect of improved access, lighting, colour schemes and more accessible features.

#### **Provision of information**

The school will make itself aware of local services including those provided through local authority that may be able to assist with information and strategies in relation to disabled pupils.

#### **4. Roles and responsibilities**

4.1 The proprietor is responsible for:

- i. ensuring the accessibility plan is accurate and up to date
- ii. ensuring the action plan is implemented
- iii. auditing for actions required
- iv. ensuring legislation and guidance are adhered to
- v. Reviewing the accessibility plan in line with any information gained through surveys of stakeholders.

4.2 Staff are responsible for.

- i. Understanding their own role in the accessibility plan
- ii. Adhering to the legislation referred to in item 2 above.

This action plan sets out the aims of the schools' accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Watermelon Independent Schools offers a differentiated curriculum for all pupils	<p>Medium and Long Term</p> <p>Ensure curriculum is broad, balanced and fit for purpose</p> <p>Review SOW and planning to ensure all pupils are progressing</p>	<p>Continuous review of SOW and planning to ensure all pupils are Progressing.</p> <p>Timely receipt of curriculum information from subject tutors</p>	Head teacher	Ongoing	QA – in place and in use
	<p>Resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils including those with a disability</p> <p>The curriculum is reviewed to ensure it meets the needs of all Watermelon Independent Schools pupils</p>	<p>Audit current resources</p> <p>To ensure every pupil at Watermelon is progressing as they should be</p> <p>Review SOW and planning</p>	<p>Subject staff to suggest resources to increase Accessibility. Purchase resources where needed</p> <p>Termly QA of progress</p> <p>Regular evaluation of SOW</p>	<p>Subject teachers</p> <p>HT</p> <p>Subject teachers</p>	<p>Summer</p> <p>Termly / ongoing</p> <p>Dec</p>	<p>Resources updated Summer</p> <p>QA</p> <p>QA</p>

	Speech and Language therapy (SALT) is offered where it is agreed with the referred and as required.	Offer SALT to all pupils where listed in their EHCP	Check EHCPs/IEPs SALT audit	SALT	Autumn	No. pupils required for SALT identified Actions on Audit implemented
	When trips are organised, transport is provided to limit the stresses by pupils of using public transport	Increase Watermelon Schools transport options available	Increase staff business holder Insurances. Purchase a larger vehicle for pupil transport	HT	October	No. staff available and insurance details:
Improve and maintain access to the physical environment	Watermelon Independent Schools adapts the physical environment to the needs of its pupils. This includes: •Corridor width •Disabled toilet •Interior design has been chosen to minimise visual and tactile disturbances for people with sensory processing difficulties. •Quiet space •Disabled parking •Disabled route  to the evacuation point designated for those requiring level	To ensure environment is accessible	Regular maintenance of the school site.	Head teacher / Proprietor	Ongoing          July 2024 then ongoing	Buildings are accessible          Ensure all staff are trained and escape routes are clearly indicated.

	<p>evacuation in the main school carpark.</p> <p>If a member of staff or student with an accessibility issue is admitted to the school, a risk assessment will be carried out and, where practical, measures implemented to assist their accessibility. For example, this may mean that they are predominately taught or work in a ramped accessed fully accessible outdoor classroom.</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Watermelon Independent Schools responds to individual requests to modify the way we communicate with pupils.</p> <p>Information presented in visual form where appropriate to the needs of the pupils</p> <ul style="list-style-type: none"> <li>•Information regarding changes e.g., timetables are given the pupils well ahead of the event in</li> </ul>	<p>Ensure communication is timely, clear and robust</p> <p>Ensure access arrangements are in place.</p>	<p>Continuous review of effectiveness of Communication.</p>	<p>Head teacher</p>	<p>Ongoing</p>	<p>All pupils to have visual packs</p>

	order for the change to be prepared for.					
	Students are assessed in respect of any reasonable adjustments that need to be made in relation to their needs in order to take examinations.	To ensure examination access arrangements are in place.	Examination access arrangements in place.	Examinations Officer and SENCO Assistant	Ongoing	Examination access arrangements in place.

## Appendix 1 Accessibility Questionnaire

Physical access audit and plan				
Issue	Yes	No	N/A	Action
Can you physically access the school, buildings and grounds? If not, what would help you?				
Are there any facilities in school that you think could be improved which would allow you to access the facilities even better?				
Can you access hygiene and care facilities easily? If not, how could we improve them?				
Is there anything we can do to help those who have visual or hearing impairments help them access this school?				
Is the carpark accessible?				
If you needed to evacuate the building, would you need help or get help if asked for it?				

<b>Learning access and audit</b>				
<b>Issue</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Action</b>
Are resources accessible for you.? i.e. can you see and read PPTs Is there anything else we could help to improve your access to the curriculum?				
Can you access your lessons and learning easily?				
When using a laptop, is it easy to use?				