



WILLIAM FARR

C of E Comprehensive School

Accessibility Plan

March 2026

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Vision and Values

At William Farr Church of England Comprehensive School, our vision is to enable every member of our community to experience "life in all its fullness" (John 10:10) through exceptional education, encouragement, and effort. We are committed to excellence, ensuring all students and staff are known, valued, and supported to achieve their potential.

Our core values guide everything we do:

Compassion | Friendship | Perseverance | Respect | Responsibility | Wisdom

1. Commitment

William Farr Church of England School is an inclusive community where every individual is known, valued and supported to achieve their full potential.

We are committed to creating an exceptional climate for learning in which all students, including those with disabilities and additional needs, can participate fully in school life.

This Accessibility Plan sets out how we will:

- Increase access to the curriculum
 - Improve the physical environment
 - Improve access to information
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2. Legal Framework

This plan is published in accordance with:

- Schedule 10 of the **Equality Act 2010**
- Department for Education guidance on the Equality Act 2010
- The SEND Code of Practice (2015)

Under the Equality Act 2010, schools must not discriminate against individuals on the basis of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

We are required to make reasonable adjustments to ensure disabled students are not placed at a substantial disadvantage compared to their peers.

3. Strategic Objectives (2025–2028)

Objective 1: Increase Access to the Curriculum

We will ensure that all students can participate fully in:

- Classroom learning
- Assessment and examinations
- Enrichment and extracurricular activities
- Educational visits
- Sporting, cultural and community events

Key Actions

- Provide ongoing CPD (*Continuous Professional Development*) for staff on adaptive teaching and inclusive practice
- Deliver targeted training to support specific needs (e.g. physical disability, hearing impairment, visual impairment, neurodiversity)
- Audit curriculum participation and achievement data to identify barriers
- Ensure out-of-school activities are inclusive by design
- Work towards and maintain dyslexia-friendly practice across departments
- Ensure classrooms are organised to promote independence and accessibility

Success Measures

- Improved independence and participation for students with disabilities
- Narrowing of attainment and participation gaps
- Positive student and parent feedback
- Increased engagement in extracurricular provision

Objective 2: Improve the Physical Environment

We will continue to develop a physical environment that enables access to education, facilities and services.

This includes consideration of:

- Entrances, exits and emergency routes
- Stairways, flooring and signage
- Toilets and changing facilities
- Lighting, acoustics and ventilation
- Classroom layouts and furniture
- Quiet and safe spaces

Key Actions

- Maintain and review accessible routes throughout the site
- Provide high-visibility stair markings where required

- Ensure appropriate specialist equipment is available (e.g. adjustable furniture, ICT (*Information and Communication Technology*) aids, specialist writing equipment)
- Maintain and develop safe, low-stimulation spaces for students with ASD (*Autism Spectrum Disorder*) and SEMH (*Social, Emotional, and Mental Health*) needs
- Review room allocation and timetabling to support accessibility

Success Measures

- Safe and independent movement around the school site
 - Reduction in environmental barriers
 - Increased confidence and wellbeing for vulnerable students
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Objective 3: Improve Access to Information

We will ensure that information provided to students and parents is accessible and available in alternative formats where required.

This includes:

- Letters and newsletters
- Policies and reports
- Timetables and exam information
- Teaching materials and presentations
- Website content

Key Actions

- Provide alternative formats upon request (e.g. large print, electronic format, assistive-compatible documents)
- Maintain a clear, accessible house style for written communication
- Embed dyslexia-friendly principles in printed and digital materials
- Develop accessible presentation standards for teaching resources
- Ensure website accessibility compliance

Success Measures

- Increased independent access to written and digital materials
 - Improved readability and clarity of school communications
 - Positive feedback from families and students
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4. Staff Training and Awareness

We are committed to ongoing professional development to ensure:

- Staff understand their responsibilities under the Equality Act 2010
 - Inclusive teaching strategies are embedded in practice
 - Staff are confident in supporting a range of physical, sensory and neurodiverse needs
 - Accessibility is considered in all planning and decision-making
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5. Monitoring and Review

- The Accessibility Plan will be reviewed every three years (next review: 2029)
 - Progress will be monitored annually by the Senior Leadership Team and Trust Board
 - The plan may be updated earlier in response to changing needs
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6. Complaints

Concerns relating to accessibility should be raised in accordance with the school's Complaints Procedure.
