



SCHOOL ACCESSIBILITY PLAN

Responsibility	Phil Hanson
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Perschore High School

Perschore High School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Children Policy.

1. Introduction

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 pupils 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.

This policy complies with the trust's funding agreement and articles of association.

Perschore High's School buildings are predominately well designed to meet the needs of disabled pupils:

- the school is two storey, all first-floor classrooms, with the exception of one, can be accessed via lifts;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- there are disabled toilets located in the Science Block, Inclusion and Sixth Form Centres and the Sports Pavilion;
- there is a Bathroom Management Area in the Inclusion Centre.

2. Definition of Disability

Disability is defined by the Equality Act 2010:

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on day to day activities.

3. Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

4. Principles

- i) Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;



- ii) The school recognises its duty under the Equality Act 2010;
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - to involve disabled people in creating action plans where required
 - not to treat disabled students less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- A. In performing their duties, governors and staff will have regard to the Equality Act 2010.
- B. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- C. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
- setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

5. Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

6. Physical environment

The school will take account of the needs of pupils and other users 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 facilities and fittings.

In particular, the DfE School Rebuild Project will provide a building with greater accessibility which will include

- the replacement of the mobile classrooms with permanent ones, providing easier access;
- Moving the first floor music room and practice rooms to one ones on the ground floor;
- The provision of a ground floor Staffroom;
- Improved fire alarm and lockdown systems, more accessible to those with visual and hearing impairments



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8. Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

9. Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEN policy
- Equal Opportunities policy
- Curriculum/Assessment policy

The plan is also available in the following formats, on request to the School Office: email, enlarged print version, with other formats by arrangement.