

ACCESSIBILITY PLAN



THE EARLS HIGH SCHOOL
AD 1652

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Table of Contents

1. Aims	3
2. Legislation and guidance	3
3. Action Plan	4
4. Monitoring Arrangements.....	5
5. Data protection Law	5
6. Linked Policies.....	6

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

At The Earls High School we aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We work hard to reduce and eliminate barriers to access to the curriculum and to facilitate full participation in the school community for students, prospective students and our adult users with a disability.

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.

The school supports any available partnerships to develop and implement the plan and works with Dudley Local Authority and other Schools within SVAT to share good practice.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 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.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled

student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

3. Action Plan

At The Earls High School we continuously aim to improve the quality of the education and support we provide for students with disabilities. Our action divides into three distinct areas.

3.1 Increasing access to the curriculum for students with a disability.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their barriers to learning; and endorses the key principles of the National Curriculum, which underpin the development of a more inclusive curriculum. Specifically this includes:

- setting suitable learning challenges
- responding to students' diverse learning needs
- using resources tailored to the needs of students who require support to access the curriculum
- overcoming potential barriers to learning and assessment for individual and groups of students

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.

The curriculum is regularly reviewed to ensure that its Intention, Implementation and Impact meet the needs of all students.

We recognise the importance for all of our students in feeling included in the wider life of the school, and will work to ensure that all students can access extra-curricular opportunities and events.

We also commit to regular and robust staff training, to ensure that our staff have the requisite skills and expertise to support students with a disability, and to meet the specific needs of any individual joining us.

3.2 Improve and maintain access to the physical environment

The school will take account of the needs of students 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.

The Earls' school buildings are predominately well designed to meet the needs of disabled students:

- the school has a lift in the Music Block designed to give whole school access to students in wheel chairs
- all faculties have access to ground floor classrooms that can be rotated to meet students' needs
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps or with a ramp to facilitate access
- all student toilet blocks have been updated to make them more accessible, and we will always work to accommodate individual needs as required
- care room with hoist and showering facilities

In addition to adapting our environment for students with a physical disability, we are also developing our provision for neurodiverse students. This includes access to a wide range of interventions, which take place in a dedicated space that has been designed to support regulation.

As a school, our approach to supporting students with disabilities is to work with students, their families and specialist services as appropriate, to ensure that we can meet their individual needs. We will always aim to make reasonable adjustments as required, to support access to the curriculum and wider school activities.

3.3 Improve the delivery of information to students with a disability

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

4. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary, particularly if major curriculum changes or building works are planned.

It will be approved by the headteacher.

5. Data protection Law

This policy adheres to the principles under Data Protection Law. For further information please review schools Data Protection policy published on schools website

6. Linked Policies

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

- School Improvement Plan
- Staff Development Plan
- Risk Assessment policy
- Health and safety policy
- SEND Policy
- Equal Opportunities Policy
- Curriculum policies

The plan is also available in the following formats, on request to info@earls.dudley.sch.uk
: email; enlarged print version; other formats by arrangement.