



Reading Girls' School
Succeeding Together

Name of Policy	Accessibility Plan
Scope of Policy	To ensure accessibility to all areas of school life for disabled persons.
Approved by	Principal
Date of Approval	October 2025
Review period	Three years
Review Date	October 2028

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Explain your school’s principles and values which relate to equality and inclusion here.

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.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our 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	We use resources tailored to the needs of pupils who require support across the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To ensure interview and induction procedures are robust so that school is aware of all difficulties experienced by parents/carers and pupils.	Review induction process to focus on identifying need.	L McCarthy	October 2026	Smooth transition to school. All students able to access the curriculum.

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
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes: Ramps Lifts All areas of school fully accessible to all students Improve students' toilet facilities for disabled and transgender students Facilities manager July 2018 Student Feedback.</p> <p>Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height.</p>	All areas of school fully accessible to all students	Improve students toilet facilities for disabled and transgender students	Facilities manager	October 2026	Student Feedback
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Braille Induction loops Pictorial or symbolic representations.</p>	Clear routes of communication in order to share school's vision and values with the whole community.	Update school website to make it less cluttered and easier to navigate.	E Short	October 2026	Website accessible

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) Policy & information report
- Supporting students with medical conditions policy