



ACCESSIBILITY PLAN

3 Year Period Covered by Plan

December 2023 – December 2026

Reviewing Member of Staff: Mr B Freeman

Date Updated: 06/02/2026

Date Approved by Governors: 05/03/2026

Review Date: Spring Term 2029

Committee: Safeguarding, Risk, Finance, Estates & General Purposes

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Introduction

The Governing Body has had three key duties towards disabled students, under part 4 of the Equality Act 2010:

- Not to treat disabled students less favourably for a reason linked to their disability
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- To plan to increase access to education to disabled students

This plan sets out the proposals of the Governing Body of Prince Henry's High School (Prince Henry's) to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act 2010, as well as complying with the Department for Education Advice on Standards for School Premises (March 2015) and the Education (School Premises) Regulations 1999. To ensure wider accessibility we will, where possible:

- Increase the extent to which disabled students can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled students can access education and associated services
- Improve the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We will work actively to anticipate the needs of staff and students who have a disability and will ensure their inclusion by making reasonable adjustments. When considering whether a request for a reasonable adjustment can be met we will consider the following factors:

- How effective the change will be in assisting the disabled person
- Its practicality
- The cost
- The resources and size of school
- The availability of any financial support
- Any safety issues

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 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 definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education which is available locally.

This policy complies with our funding agreement and articles of association.

Section One

1a. School Vision and Values

Prince Henry's High School is committed to the achievement of high standards of academic work and behaviour for all its students. It seeks to be sensitive to the needs of all of its students and is committed to providing the best quality provision for disabled students and adult members of the wider community. The school will work to remove barriers in every area of the life of the school and this will be part of the school's wider commitment to equal opportunities (see Equality Policy).

1b. Student Data

The school is principally served by two middle schools but also draws from two other middle schools outside its designated catchment area. The criteria for admission once the school exceeds its maximum number (315 at age 13), is clearly laid out in the Prince Henry's Admissions Policy which also deals with children who have "strong medical, social or compassionate grounds for admission".

The school SENDCO liaises closely with middle schools so that she is aware of particular children's needs in advance of their arrival. We are also aware of student numbers and needs coming through the middle schools and are therefore able to plan in advance. It is unlikely that our numbers including disabled students will change over the course of the next three years.

Prince Henry's High School has the disadvantage of not being a purpose built comprehensive. Its accommodation ranges from early 20th century to buildings added in each of the last four decades. These additions have the disadvantage of being in split levels and of three storeys. In several areas of the school both inside and out, there are short flights of steps that restrict access, including the main entrance to the school (overcome by the addition of a ramp). In the summer of 2018 works were undertaken to address accessibility issues. During 2021, the new Design and Technology building opened, with full accessibility, including a lift, accessible WCs and accessible classrooms.

The school has always enjoyed an excellent reputation locally for the quality of SEND provision.

SEND Register - Including Sixth Form (February 2025)

SEND Support	57
SEND Education, Health and Care Plan	16

Prince Henry's has a successful record of achieving the best possible outcomes for the students it supports, whether this be sixth form, college, or employment. In recent years no students with a disability have fallen into the NEET (Not in Education, Employment or Training) category upon leaving the school.

1c. Consultation

This plan has been drawn up in consultation with:

- A disabled child (partially sighted)
- A parent/carer of a disabled child
- Specialist support services from the local authority
- SENDCO

Section Two

2a. Increasing the Extent to Which Disabled Students Can Participate in the School Curriculum

Prince Henry's has a number of priorities over the next three years:

- Maintain a homework policy which ensures that homework set is accessible and meaningful to all students

- Further development of our pastoral support systems, including the House system and training for additional DSLs (Designated Safeguarding Leads)
- Ongoing specialist training for Learning Support Assistants (LSAs) working with disabled students
- Ongoing monitoring of the support needed to allow disabled students to access school trips and the curriculum outside the classroom
- Provision of equipment eg laptops and sports equipment, to students with disability as appropriate
- Continued access arrangements for students taking external examinations eg enlarged papers

2b. Improvements in the Physical Environment

Work has already been completed to ensure all external steps have high visibility yellow & white markings on them and handrails so visually impaired students can move around the school freely.

An accessible toilet is available in the concourse and a ramp into the concourse allows access to the main reception of the school. Further accessible toilets are available in the Henrician Theatre, Sports Hall and S Block.

An accessible parking bay with dropped curb is available immediately outside the main school entrance and gives easy access to the concourse and main reception via a ramp. Three accessible parking bays are also available outside the Conference Centre, which were added in January 2024.

Wheelchair access and a hearing loop system exist in the Henrician Theatre, as is a separate accessible toilet facility.

Specialist rooms, eg science laboratories, ICT rooms and technology rooms are all available on the ground floor. Since 2022, this has included Music rooms.

Signage has been improved to help students feel more confident moving around the school.

Door openings have been improved.

The construction of The Grove in 2015 complied with all accessibility regulations.

The construction of the Design Technology and Art building, completed in Spring 2021, complies with all accessibility regulations.

A fully-accessible Multi-Use Games Area (MUGA) was completed on the site of the old DT building in 2022.

Accessibility improvements to all areas of the school and curriculum were completed during 2018 as part of a WCC funded initiative. These improvements comprised two new lifts enabling access to upstairs areas of Abbey Block and Sixth Form. Ramped access to the LRC and Learning Support Departments. Two specialist accessible bathrooms installed in the main school building and Sports Hall. Improved PE changing facilities, with accessible shower cubicles.

2c. Improving the Delivery to Disabled Students of Information That is Provided in Writing for Students Who Are Not Disabled

- All visually impaired students will receive worksheets, handouts etc that have been amended appropriately for their use, eg enlarged as necessary
- Worcestershire's special support services work with students as necessary, eg hearing impaired
- LSAs have received training and will as necessary, under the guidance of the SENDCO, amend the language, text etc used on handouts/worksheets as appropriate
- Information will be made available in other formats if appropriate, eg school website
- Learning Support Department Handbook gives guidance to teaching staff on how best to support students with specific disabilities

Section Three

3a. Management, Co-ordination and Implementation

The Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Headteacher and the appropriate member of the SLT. Curriculum and pastoral issues will be reviewed by members of the Governors' Learning, Education & Teaching Committee (LET) and improvements to the physical environment will be the responsibility of the (SARFEG) Safeguarding, Risk, Finance, Estates & General Purposes Committee. These committees meet termly.

The management and monitoring of this plan will follow existing management and school development planning systems.

- The needs of individual students will be reviewed on an ongoing basis (at least annually) by the SENDCO. The SENDCO will liaise with the Deputy Headteacher i/c SEND and Alternative Provision or the Headteacher if further resources are required
- The Chief Operating Officer will review improvements in the physical environment and report to the Headteacher and the Governors' SARFEG Committee
- The Accessibility Plan will be reviewed regularly as part of the school's Annual Self Evaluation Review in order to be part of the School Improvement Plan

3b. Availability of This Plan

- The Headteacher will notify parents/carers annually of the existence of policies, including this one
- A copy of the plan is available on the school website and will be available upon request from the school office