

St Annes College Grammar School

Accessibility Plan 2026 to 2029

Great Oaks from Little Acorns Grow

Responsible body	St Annes College Limited as proprietor
Policy owner	Principal, Abigail Welsby
Operational leads	Principal, SENCO, Assistant Principal for Curriculum and Assessment, and Site Lead
Plan period	September 2026 to September 2029
Approval status	For proprietor approval in September 2026
Annual review	September 2027 and September 2028, and sooner following material change
Replacement plan due	September 2029
Publication	School website; paper and alternative-format copies available on request

This plan sets out the practical steps by which SACGS will progressively improve access for disabled pupils between September 2026 and September 2029. It combines the School's anticipatory reasonable-adjustment duties with a measurable programme for curriculum access, the physical environment and accessible information. It must be read as an active implementation record, not solely as a statement of intent.

1 Purpose and aims

St Annes College Grammar School is committed to ensuring that disabled pupils are not placed at a substantial disadvantage and can participate as fully as reasonably possible in education and school life. The School will identify barriers in advance, make reasonable adjustments, allocate appropriate resources and review whether adjustments are effective.

The aims of this plan are to:

- increase the extent to which disabled pupils can participate in the curriculum, including enrichment, educational visits, careers education, examinations and wider school life;
- improve the physical environment so that disabled pupils can take greater advantage of education, facilities and associated services; and
- improve the delivery of information to disabled pupils in accessible formats, within a reasonable time and without additional charge.

The plan also supports accessible communication with disabled parents, staff and visitors. Those wider arrangements do not replace the plan's statutory focus on disabled pupils.

2 Legal framework

This plan is prepared under the Equality Act 2010, including Part 6, the reasonable-adjustments provisions and Schedule 10. It also takes account of the Children and Families Act 2014, the Special Educational Needs

and Disability Code of Practice 0 to 25 years, the Education (Independent School Standards) Regulations 2014 and relevant Department for Education and Equality and Human Rights Commission guidance.

For the purposes of the Equality Act 2010, a person is disabled where they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial. 'Long-term' generally means that the effect has lasted, or is likely to last, at least 12 months or for the rest of the person's life. The statutory definition is applied in each individual case; a diagnosis is not always required.

The duty to make reasonable adjustments is anticipatory. SACGS will therefore consider the needs of disabled pupils generally as well as responding to an individual pupil. Adjustments may include changes to policies and practices, auxiliary aids and services, accessible resources, staffing arrangements and alternative ways of providing education or associated services. Pupils will not be charged for reasonable adjustments.

For schools, the reasonable-adjustments duty does not itself require the alteration or removal of physical features. Physical access is addressed through the separate accessibility-planning duty. SACGS will nevertheless consider proportionate physical improvements through this plan, particularly during refurbishment, maintenance and room reallocation.

3 School context and baseline

SACGS is an independent, all-through mainstream day school. The School supports pupils with a range of disabilities, special educational needs, medical conditions, communication needs and sensory profiles. Disability and special educational need overlap but are not identical; this plan applies whenever the statutory disability definition is met, whether or not a pupil has identified SEN or an education, health and care plan.

The main school occupies historic premises which may contain changes of level, older circulation routes and spaces whose accessibility varies. Specialist, outdoor and recently developed areas also need to be considered as part of one coherent site. The School will not describe an area as accessible until this has been verified through the audit required by this plan.

Existing inclusive practice includes small classes, adapted teaching, individual planning, visual and communication supports, reasonable examination access arrangements, use of assistive technology where appropriate, and flexible room allocation. This plan adds a consolidated audit, measurable deadlines and a formal record of proprietor decisions and implementation.

4 Principles for implementation

- Anticipation. Accessibility will be considered before a pupil is disadvantaged, including at admission, transition, timetable planning and the design of events or visits.
- Individuality. Adjustments will respond to the pupil's actual barriers, strengths and preferred methods of access rather than assumptions based on a diagnosis.
- Participation. Disabled pupils and their parents or carers will be invited to contribute to decisions affecting them. The pupil's views will be given appropriate weight according to age and understanding.
- Proportionality. In deciding what is reasonable, the School will consider effectiveness, practicality, cost, available resources, health and safety, disruption, and the interests of other pupils. The reasons for significant decisions will be recorded.
- Confidentiality. Information about disability and adjustments will be shared only with those who need it for education, safety or administration, in accordance with data-protection requirements.
- Evidence. Completion will be demonstrated through audits, training records, adjustment records, minutes, work orders, pupil and parent feedback, participation information and review notes.

5 Responsibilities

Role	Accountability
Proprietor	Approve the plan; ensure adequate resources are considered and made available; scrutinise progress at least annually; record decisions on capital works and significant deferrals.
Principal	Own implementation; ensure responsibilities are allocated; report progress and barriers to the proprietor; ensure the approved plan is published and available on request.
SENCO	Coordinate identification of disability-related barriers and individual adjustments; maintain the accessibility needs profile; seek pupil and parent views; advise staff; review effectiveness.
Assistant Principal for Curriculum and Assessment	Monitor accessible teaching, curriculum participation, resources, assessment and examination arrangements.
Site Lead	Complete and maintain the physical-access audit; manage maintenance actions, safe routes, signage and emergency-access considerations; obtain specialist advice where required.
School Office	Record communication preferences; provide or coordinate accessible formats; maintain the request and response log; ensure admissions and complaints information is accessible.
All staff	Implement agreed adjustments, remove avoidable barriers, report accessibility concerns promptly and contribute evidence to reviews.

6 Identification consultation and review

The annual review will draw on the whole-site accessibility audit, admissions and transition information, pupil passports and individual plans, medical and emergency arrangements, educational-visit reviews, curriculum and participation information, accessible-format requests, complaints, health and safety records and feedback from pupils, parents and staff. Information will be reported in aggregate where possible so that individual pupils are not identifiable.

An accessibility issue may be reported at any time to the Principal, SENCO, School Office or Site Lead. Urgent individual adjustments will not wait for the annual review. Where a requested adjustment is not agreed, the decision, reasons, alternatives considered and review arrangements will be recorded and communicated.

7 Accessibility action plan

Status is recorded in the implementation record in section 8. Where an audit identifies an immediate individual disadvantage, the School will act without waiting for the target date below.

7.1 Increasing participation in the curriculum

Barrier and intended improvement	Planned action and evidence	Lead	Deadline	Resources	Success measure
Information about disability-related access needs is not yet consolidated. Create an accurate cohort accessibility profile.	Review admission, transition, medical and SEND information; speak with pupils and parents; record required adjustments and preferred formats securely; issue concise need-to-know guidance to relevant staff. Evidence: dated profile and dissemination record.	SENCO	30 Sep 2026; termly	Staff time and existing systems	Every identified disabled pupil has a current adjustment record; relevant staff confirm receipt.
Curriculum, enrichment and trips may contain avoidable barriers. Build accessibility into planning.	Audit subjects, specialist rooms, clubs, trips, careers activity and school events using a standard checklist. Identify physical, sensory, communication, cognitive and emotional barriers and record adjustments before participation decisions. Evidence: completed audits and visit/event plans.	Curriculum lead and SENCO	31 Oct 2026; annual	Planning time; reasonable adjustment budget	All curriculum areas audited; no exclusion because of disability without a recorded individual assessment of adjustments and alternatives.
Staff knowledge must be consistent. Strengthen practical competence.	Provide annual training on the Equality Act disability definition, anticipatory adjustments, neurodiversity, sensory and communication needs, medical needs and accessible teaching. Provide induction and catch-up. Evidence: materials, attendance and follow-up checks.	Principal and SENCO	30 Nov 2026; annual	Training time and external input if required	100 per cent of relevant staff attend or complete catch-up; staff survey and monitoring show improved confidence and application.
Formats and teaching resources can create access barriers. Establish an accessible-resource standard.	Adopt expectations for readable layout, uncluttered slides, verbal explanation of visual material, captions or transcripts where required, appropriate contrast, editable digital copies and pupil-specific formats. Monitor samples across phases. Evidence: standard and termly work scrutiny.	Curriculum lead	30 Nov 2026; termly monitoring	Existing software; resource-production time	Sampled materials meet the standard or have a documented pupil-specific rationale; identified defects are corrected promptly.
Assistive technology is not centrally inventoried. Improve access to suitable aids.	Create an inventory; identify gaps; arrange pupil trials; train pupils and staff; record effectiveness and maintenance. Consider specialist assessment when internal expertise is insufficient. Evidence: inventory, trial records and review notes.	SENCO and IT lead	31 Dec 2026; annual	Case-by-case equipment and training budget	Every identified need has a recorded decision; supplied aids are available, working and reviewed with the pupil.
Participation information is not routinely analysed by disability. Identify patterns and act.	Review participation in clubs, trips, performances, leadership and enrichment termly. Use proportionate aggregate information and pupil voice; investigate significant gaps and record action. Evidence: termly participation review.	Principal and SENCO	End of each term	Leadership time	Any material participation gap has a recorded explanation and improvement action; pupil feedback indicates barriers are addressed.
Examination arrangements must reflect normal way of working and current rules. Maintain compliant access.	Identify needs early; gather evidence; establish normal way of working; complete applications and room or staffing arrangements within awarding-body deadlines. Evidence: secure candidate files and post-series review.	Head of Centre and SENCO	By each published deadline	Assessment, staffing, rooms and approved aids	Eligible candidates receive approved arrangements; no missed deadline attributable to School systems.

7.2 Improving the physical environment

Barrier and intended improvement	Planned action and evidence	Lead	Deadline	Resources	Success measure
The historic site has not been captured in one current accessibility register. Establish a verified baseline.	Complete a documented audit of entrances, routes, thresholds, changes of level, doors, stairs, classrooms, specialist spaces, toilets, dining and assembly areas, outdoor provision, Woodland Lodge, emergency routes, lighting, acoustics, signage, parking and drop-off. Include pupil and staff observations and specialist advice where needed. Evidence: dated audit with photographs and priorities.	Site Lead, SENCO and Principal	31 Oct 2026	Staff time; external survey if required	Every pupil-used area is rated; barriers, interim controls, owners and priorities appear in a single register.
Simple physical barriers may be removable quickly. Complete identified quick wins.	Keep routes clear; reposition furniture; improve wayfinding and room signs; provide suitable seating or rest points; address glare, visual contrast and trip risks; fit proportionate low-cost aids identified by the audit. Evidence: work orders, photographs and checks.	Site Lead	30 Nov 2026	Maintenance budget	All high-priority low-cost actions completed or supported by a recorded reason and revised date.
Room location can determine access. Formalise accessible allocation and route planning.	Map verified routes and alternative entrances; allocate teaching, meetings and events to the most accessible appropriate rooms; document alternative delivery where an area remains inaccessible. Review before admission, transition and timetable changes. Evidence: access map and planning records.	Principal and timetable lead	30 Nov 2026; each timetable	Timetabling and staff time	No disabled pupil misses education because an accessible room or effective alternative was not considered.
Emergency arrangements may not meet every individual need. Ensure safe assisted evacuation or invacuation.	Identify anyone needing assistance; complete a personal emergency evacuation plan or other individual emergency plan within five school days; agree assistance, equipment, refuges or alternative routes; test arrangements termly and after material change. Evidence: secure plans and drill reviews.	Principal, DSL and Site Lead	Within 5 school days; termly	Training and evacuation aids where assessed	All identified pupils have current plans; drills confirm that assistance and communication arrangements work.
Sensory aspects of rooms can restrict access. Improve lighting, acoustics and regulation options.	Audit noise, reverberation, glare, flicker, visual clutter and access to low-arousal or recovery space. Prioritise practical treatments and room-use changes. Evidence: sensory audit, actions and pupil feedback.	SENCO and Site Lead	31 Dec 2026; actions by Jul 2027	Maintenance and equipment budget	Priority sensory barriers are reduced; pupils using adjustments report improved access or further action is recorded.
The suitability of toilet and personal-care access must be verified. Record provision and improvement needs.	Assess routes, transfer space, fixtures, privacy, emergency assistance and any individual care requirements. Obtain competent advice where adaptation is considered. Evidence: assessment and action record.	Principal and Site Lead	31 Jan 2027	Survey and capital budget as required	A documented arrangement exists for every identified need; any capital action has an approved scope and date.
Capital priorities require formal proprietor decisions. Adopt and fund a phased programme.	Review the audit and approve a ranked schedule for 2026 to 2029. Record cost, benefit, interim measures, decision and reason for any deferral. Review progress at each annual plan review. Evidence: proprietor minutes, budget and completion records.	Proprietor and Principal	31 Jan 2027; annual	Planned capital and maintenance allocation	A costed three-year schedule is appended to this plan; funded milestones are met or formally re-approved with effective interim access.
Refurbishment or procurement can introduce new barriers. Apply accessibility checks before commitment.	Use an accessibility checklist for building work, furniture, equipment, alarms, signage and room redesign. Consult likely users and obtain competent advice for significant works. Evidence: procurement or project sign-off.	Principal and Site Lead	From Sep 2026	Included in project budgets	Every material project has recorded accessibility consideration before approval and at completion.

7.3 Improving access to information

Barrier and intended improvement	Planned action and evidence	Lead	Deadline	Resources	Success measure
Communication preferences are not held in one consistent form. Record and use them.	Ask disabled pupils and, where relevant, parents how information should be presented; record agreed preferences securely; flag them to staff who prepare or issue information. Review at least annually and after a change in need. Evidence: preference and review records.	SENCO and School Office	31 Oct 2026; annual	Existing systems and staff time	Preferences are recorded for every identified user and are reflected in sampled communications.
Requests for alternative formats need a dependable response standard. Adopt a protocol.	Provide large print, easy-read, accessible electronic text, audio, symbols, simplified language, coloured background or other agreed formats as appropriate. Routine requests will normally be met within five working days; urgent safety or operational information will be provided without avoidable delay. Do not charge. Evidence: request and response log.	School Office and SENCO	Protocol by 30 Nov 2026	Production time; transcription or specialist support if needed	Requests are acknowledged within two working days and fulfilled within the stated timescale or an interim solution and revised date are agreed.
Classroom information may be inaccessible even when formal letters are adapted. Embed daily practice.	Apply the accessible-resource standard to instructions, homework, timetables, displays, feedback and digital platforms. Provide explanations in more than one mode where required. Evidence: pupil feedback and termly sampling.	Teaching staff	From 30 Nov 2026	Existing resources and reasonable aids	Pupils can access essential learning information independently or with their agreed support; issues found in monitoring are corrected.
Website and downloadable documents require systematic checking. Improve digital access.	Review navigation, headings, contrast, link text, keyboard access, captions, image descriptions and document readability, using WCAG 2.2 AA as a practical benchmark where applicable. Publish an accessible contact route and correct priority barriers. Evidence: annual audit and action log.	Principal and website administrator	31 Jan 2027; annual	Web support budget and staff time	Priority defects are resolved to an agreed timetable; users can request an accessible alternative easily.
Emergency information must work for people who cannot rely on one sensory channel. Verify multi-format arrangements.	Review fire, lockdown, evacuation and other urgent communications for pupils with hearing, visual, communication or processing needs. Provide individual prompts, visual or tactile information, buddy support or equipment where assessed. Evidence: emergency plans and drill reviews.	Principal, DSL and Site Lead	31 Dec 2026; termly	Training and equipment where assessed	Each identified pupil receives and understands emergency instructions; drills identify no unaddressed communication barrier.
Admissions and complaints information must be accessible. Make adjustments easy to request.	State clearly that accessible formats and communication adjustments are available; ask about access needs for visits and meetings; offer appropriate channels such as telephone, email, written, supported or face-to-face communication. Evidence: published information and case records.	Principal and School Office	30 Nov 2026; annual review	Existing systems	Families can request adjustments without unnecessary disclosure or delay; sampled cases show agreed arrangements were provided.

8 Implementation and annual review record

The Principal will update this record during the year and present it to the proprietor at least annually. Evidence may be stored separately where it contains personal information.

Review point	Required record	Status at adoption	Evidence location or outcome
Autumn 2026	Whole-site audit, cohort profile, curriculum audit, staff training and quick-win actions	Planned	Accessibility evidence file

Review point	Required record	Status at adoption	Evidence location or outcome
Spring 2027	Accessible-format protocol, digital review, sensory and toilet assessments, costed capital schedule	Planned	Accessibility evidence file and proprietor minutes
Summer 2027	Participation review, resource monitoring, completed first-year works and pupil or parent feedback	Planned	Accessibility evidence file
September 2027	Formal annual review and published update	Planned	Approved review record
September 2028	Formal annual review and published update	Planned	Approved review record
September 2029	Final evaluation and replacement three-year plan	Planned	New approved plan

9 Individual reasonable adjustments

This strategic plan does not replace individual reasonable adjustments. When a pupil's disability creates or is likely to create a substantial disadvantage, the School will identify the barrier, consult the pupil and parents where appropriate, consider possible adjustments, decide and implement what is reasonable, communicate the decision to relevant staff and review effectiveness. Adjustments will be recorded proportionately and revisited after transition, a significant change in need or evidence that the arrangement is not working.

Where health and safety is relevant, the School will undertake an individual and proportionate risk assessment. Health and safety will not be used as a general reason to exclude a disabled pupil from an activity. The assessment will consider adjustments, support, alternative methods and the actual level of risk.

10 Monitoring complaints and availability

The Principal will monitor delivery termly and report material delay or unplanned expenditure to the proprietor. The proprietor will review progress at least annually, consider whether adequate resources remain available and approve any material revision. The plan will also be reviewed following significant building work, a serious accessibility incident, relevant legal change or evidence that current measures are ineffective.

Concerns about disability discrimination, accessibility or reasonable adjustments should be raised promptly with the Principal so that they can be addressed. The School's Complaints Policy remains available where a concern is not resolved. Nothing in the policy removes any legal right of redress.

The approved plan will be published on the School website. A paper copy and an alternative-format version will be provided on request. Requests should be made to the School Office by telephone on 01253 725815 or by email through the contact details published by the School.

11 Linked policies and records

- SEND Policy and SEND provision information
- Admissions Policy
- Equality and Anti-discrimination Policy
- Curriculum and Teaching and Learning policies
- Supporting Pupils with Medical Conditions Policy
- Health and Safety and Risk Assessment policies
- Fire Safety, Protective Security, Lockdown and Invacuation policies and procedures
- Educational Visits Policy
- Examinations and Access Arrangements procedures
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy and privacy notices

12 Approval record

Approved for the proprietor	Abigail Welsby
Name and position	Principal
Date	September 2026
Next annual review	September 2027