



Accessibility Plan

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2.	February 2025	Review and change format
3.		

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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 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

North West Surrey Short Stay School is a pupil referral unit for students aged 11 - 16 years, who have experienced difficulty in maintaining a place in mainstream education.

We provide a range of programmes and pathways that are tailored to meet the needs of each individual student. At NWSSSS, we enable the students to understand their barriers to learning and assist them to reintegrate back into a suitable education setting.

North West Surrey Short Stay 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. The school is committed to providing an inclusive curriculum that is accessible to all pupils. All staff at the school aim to ensure learners

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have access to a broad and balanced education that meets their individual needs. The school is committed to ensuring that the school environment is as inclusive as possible.

Due to the nature and age of both centres physical accessibility is limited and an individual assessment would need to be completed for each student's or staff's needs and referred to the local authority for assistance if works are needing to be carried out.

The plan will be made available online via the school website and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality and diversity issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work closely with other targeted services including Youth Support Services, Children's Services, CAMHS and the Education Psychology Service. As a school we also have access to support and guidance from the Local Offer that Surrey provides:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

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. Premises

North West Surrey Short Stay School has two sites.

Pyrford Centre

The Pyrford Centre is a Victorian school building with an annexe building in the playground. In the main building there are 3 small classrooms, 1 large classroom and a small hall. There is a large kitchen space and 3 offices and a staff room. The 3 small classrooms and one of the offices are accessed by steep stairs, Handrails are fitted for safer access. There is a small reception with a slight step to gain entry. There are no lifts on site or ramp access available.

A further large classroom and an office are located in the annexe building. There are steps to gain entry to the annexe building.

There is an L shaped playground. The site has limited disabled access and no parking facilities on site. Parking is available offsite but entry is gained by crossing a road without a crossing.

Kingsway Centre

The Kingsway Centre is on a residential road in Woking.

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The centre is made of 3 buildings; a recreational building which includes a recreation room and kitchen. The second building is a classroom building which includes 5 small classrooms and three small offices and student toilets (accessed via narrow walkway). The third building is an administration building which contains 4 small offices and a small staff room with narrow door frames. All buildings have ramp access. The Centre has a small car park at the front of the buildings. It contains 8 parking spaces none are currently disabled bays.

Due to the nature and age of both centres physical accessibility is limited and an individual assessment would need to be completed for each student's or staff's needs and referred to the local authority for assistance if works are needing to be carried out.

3. 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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.	Ensure the topic of disability is included within the school curriculum	<ul style="list-style-type: none"> • Have a record of needs in order to ensure effective provision. • Review Hot Topics and Votes for Schools 	DHT	Ongoing	Accurate needs recorded
	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	Maintain our inclusive curriculum at KS3 & KS4.	Appropriate resources to be identified and made available to all students	SLT	Ongoing	All students have access to the full curriculum
		Teachers are able to differentiate effectively for those students with a disability/ Vision Impairment/ Hearing Impairment/ Medical need	To continually review school development plan.	SLT	Ongoing	Staff are exposed to effective practice in terms of differentiation Staff are aware of students' needs

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		Targets are set effectively and are appropriate for students with additional needs.	All students are to be given targets that are linked to their ability.	Teaching Staff	Ongoing	For all students to have appropriate targets linked to their ability.
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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The school maintains clear access to all ramps and doorways as well as corridors. Staff are trained in emergency evacuation.	Identify and record students and staff who have particular needs upon recruitment or enrolment.	Have a record of needs in order to ensure effective provision. Advise will be sought from SCC re fabric of building.	SBM	Ongoing	Accurate needs recorded
		To respond promptly to the needs of individual students/visitors/staff	<ul style="list-style-type: none"> • To see if temporary adjustments can be made according to the individual need. • SLT and the administration team consider contingency plan and what adjustments can be made to the sites. 	Admin team	Ongoing	School is able to react prompt and efficiently to make adjustments where possible to meet the needs of individuals who require temporary arrangements

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		Accessible toilets	To ensure that appropriate facilities are available for disabled stakeholders	Management Committee and SLT		To be able to provide the provision when needed
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources available 	Review availability of written material in alternative formats.	SLT to monitor ongoing requirements	DHT	Ongoing	To enable all students to have access to a full curriculum.

4. Monitoring arrangements

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

It will be approved by the management committee.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



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