Glenmoor & Winton Academies
High Achievement – High Standards
Part of United Learning

Accessibility Policy 2026

Arrangements for Accessibility Plan

This document is required under the Schedule 10 under the Equality Act 2010.

This plan is drawn up based upon information and guidelines provided by United Learning Multi Academy Trust and the Bournemouth, Christchurch and Poole Council. The plan should be read in conjunction with the:

- Health & Safety Policy
- Equality Opportunities Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy

This plan helps make sure that we:

- increase the extent to which disabled students can participate in the Academies' curriculum;
- improve the physical environment of Academies for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the Academies;
- improve the delivery of information to disabled students which is readily accessible to students who are not disabled
- provide the best teaching and best learning opportunities for all students at Glenmoor and Winton Academies, in doing so we will support United Learning's aim and key targets of Inclusion and Attainment.

Glenmoor and Winton are committed to providing an environment that allows all our students to access the curriculum regardless of their physical, sensory, social, spiritual, emotional, and cultural needs to ensure fair access to education and benefits, facilities or services provided or offered by the academies.

Access to the Curriculum

Where necessary all students will follow the mainstream curriculum for their age and key stage. If necessary, adjustments will be made for the best interests of the student with consultation from parents/carers, the pastoral and SEND team. The curriculum will provide students with skills and knowledge to prepare for adulthood and independent living. The curriculum includes lessons within the Academies' site but also participation in after school clubs, visits and activities.

Our rooms need to be safe and facilitate effective mobility and accessibility. Staff will be flexible enough to adapt teaching approaches to enable students with disabilities to learn effectively in their classroom.

All staff have **high expectations** of all students and encourage them to succeed in all aspects of Academy life. In addition, will challenge negative attitudes of students in line with Behaviour policy.

Written information will be made available in various formats for students with disabilities in a reasonable timeframe, for example large print.

Technology and auxiliary aids will be utilised to assist students accessing the curriculum where required, with support and training from local professionals, such as the Dorset Hearing Support Service.

Physical Environment

The Academies' building and facilities will be adapted for individual access if needed, under a reasonable time frame where possible. Classrooms will be accessible for students with disabilities, including providing enough space for students to move around freely and safely. Toilet and wash facilities will be within a reasonable proximity and be accessible and useable.

Staff Training

Glenmoor and Winton staff will receive regular whole school training and CPD to raise awareness of equality access and for individual needs if appropriate, through the SEND department, medical lead team and professional external agencies.

Working with External Agencies

Bournemouth, Christchurch & Poole Council and other professional external agencies will work with the Academies to ensure and monitor that no student is discriminated or disadvantaged due to their disability. The Academies will work in partnership to carry out individual audits for students that require any reasonable adjustments and track this on a regular basis to monitor the students' progress and wellbeing.

Bournemouth, Christchurch & Poole Accessibility Statement

https://www.bcpcouncil.gov.uk/accessibility

Definitions (as per Bournemouth, Christchurch & Poole Council)

Disability: The Equality Act 2010 defines a disability as "when a person has 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". This broad description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities and also some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Discrimination: A public body (in this case, a school) must not disadvantage a disabled student because of something that is a consequence of their disability. The interpretation of "discrimination" within relation to disability in this accessibility strategy reflects changes specified in the Equality Action 2010.

Reasonable adjustments: In the Equality Duty 2011, the duty to make reasonable adjustments applies only to disabled people. For schools, this duty is summarised as follows and this accessibility strategy recognises and promotes these principles: Where something a school does places a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.

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