



Medina College



The Island VI Form

## **Accessibility Plan**

**Medina College and The Island VI Form**

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<b>Author</b>	Carrie Drake
<b>Approved by</b>	IEB
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Medina College and The Island IV Form are committed to supporting students with disabilities.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>● Our school offers a differentiated curriculum for all pupils</li> <li>● We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>● Curriculum resources include examples of people with disabilities</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs</li> <li>● The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>● The Island IV Form is able to accommodate suitable trained assistance dogs.</li> </ul>	<p>To develop Adaptive Teaching strategies across the school.</p> <p>To develop a vocational education offer with lower level qualifications available to meet need.</p>	<p>Whole staff training</p> <p>Development of The Osborne Centre, The Hive and Aspire.</p>	<p>Teaching and Learning Lead/SENDCo</p> <p>Assistant Head SENDCo</p>	<p>Sept 2028</p> <p>Sept 2028</p>	<p>Adaptive Teaching strategies embedded into OAP - Evidenced through learning walks</p> <p>All students gaining meaningful accreditation.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes but is not restricted to:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Library shelves at wheelchair-accessible height</li> <li>● A lift is available at both Medina College and The Island IV Form sites</li> <li>● Timetable considerations to ensure full accessibility to courses</li> </ul>	<p>To ensure students with disabilities feel empowered, valued and supported within Medina College and The Island IV Form.</p>	<p>Regular opportunities to collect student voice.</p>	<p>SENDCo IV Form SEN Manager</p>	<p>January 2028</p>	<p>Student voice activities include representation from students with disabilities.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Assistive Technology</li> <li>● Pictorial or symbolic representations</li> <li>● Support is available from LA Speech and Language/Visually Impaired and Hearing Impaired Teams.</li> <li>● The school works with the Occupational Therapy service as required.</li> </ul>	<p>To collect data on additional communication needs as part of the admissions process for all students.</p>	<p>Question to be added to the admissions paperwork and response recorded on Arbor.</p>	<p>SENDCo Year Heads</p>	<p>January 2028</p>	<p>All pupils and their families are able to access school communications.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Head/SENDCo.

It will be approved by the Interim Executive Board and the Head Teacher.

## **5. Links with other policies**

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

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