



Waterloo Lodge
School

**Outcomes
First
Group.**

OptionsAutism

Accessibility Policy

Waterloo Lodge School

Updated 1 September 2025

Waterloo Lodge School Accessibility Policy

In 2010 the Equality Act replaced previous anti-discrimination laws with a single Act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The Act also strengthened protection in some situations.

The Act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects everyone against unfair treatment. They protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The Act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).

It is unlawful for a school or other education provider to treat a pupil with disabilities unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Direct discrimination

An education provider must not treat a disabled student less favourably simply because of their disability.

Indirect discrimination

An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason.

An education provider must not discriminate against a student because of something that is a consequence of their disability.

For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

Harassment

Education providers must not harass students because of their disability. For example, a teacher must not shout at a disabled pupil if the disability means that they are unable to concentrate.

Victimisation

It is unlawful to victimise a child for anything done in relation to the Act by their parent or sibling/s.

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 pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils take better advantage of education benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 disabled pupil faces in comparison with non-disabled pupils.

Making adjustments

Education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures.
- Changes to physical features.
- Changes to how learners are assessed.
- Providing extra support and aids (such as specialist teachers or equipment).

Positive Action

Positive Action provisions allow schools to target measures designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures need to be a proportionate way of achieving the relevant aim. For example, holding an SRE intervention group specifically reaching boys and addressing male adolescence.

Auxiliary aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, the duty came into force on 1 September 2012.

The Act makes it unlawful for the body responsible for the school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service, or.
- By excluding a pupil or subjecting them to any other detriment.

Related Policies

- Risk Assessment Policy
- Health and Safety policy
- Equality and Diversity Policy
- Special Educational Needs (SEND) Policy
- Child Protection Policy and Procedure
- Behaviour Policy
- Curriculum Policy
- Exclusions Policy

The Plan

This plan aims to ensure that:

- Disabled pupils can participate in the curriculum.
- The physical environment of the school enables disabled pupils and other stakeholders to take better advantage of education, benefits, facilities and services provided.
- Accessible information is available to disabled pupils and other stakeholders.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The details of Waterloo Lodge School's accessibility plan can be located in the appendices of this policy.

Appendices

Appendix 1 – Accessibility Plan

This plan aims to ensure that:

- All pupils can participate in the curriculum
- The physical environment of the school enables all pupils and other stakeholders to take better advantage of education, benefits, facilities and services provided
- Accessible information is available to all pupils and other stakeholders.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Action points identified below.

Curriculum				
Target	Strategies	Timescale	Responsible	Success Criteria
Ensure all staff have access to training on disability issues.	Audit staff to identify training needs and inform the CPD process.	Annually throughout the academic year, using Shine training, Pupil Support Plans, , Therapy training,	AMc	Increased confidence of staff in strategies of adaptative leaning and differentiation
Ensure all staff are aware of each pupil's needs	Staff to have a knowledge of each pupil's EHCP, stored on iSams	Ongoing	AMc/SW	All staff aware of individual pupil's access needs and specific medical needs
Ensure all staff have access to SEND training documents.	Staff to be able to access SEND information and training resources	Beginning of each academic year	AMc/SW	Resources are used effectively in lessons across the school.
Review the curriculum annually to ensure that it is accessible to the current cohort.	Curriculum reviewed by Deputy Head Teacher at the start of the academic year.	September-Annually	AMc/Teachers	Curriculum accessed fully by all students

Access to the Physical Environment				
Target	Strategies	Timescale	Responsible	Success Criteria
Ensure that the school is aware of access needs of children, staff & parents/ carers Ensure parent/ carer access needs are met.	Individual access plans for all children where necessary Have confidential information on survey of staff parents/carers to ascertain access needs and make sure they are met.	September 2025	AMc	Access plans in place where necessary, and awareness of pupils needs among staff. All stakeholders are able to access the site and all activities.
Ensure that all pupils/staff/parents/carers can be evacuated safely.	Ensure that additional plans are in place where necessary and that staff are aware of their responsibilities	September 2025	AMc	All children/people present on site are evacuated safely in fire drills.
Ensure access and escape routes are suitable for all.	Ensure that the needs of SEND pupils/disabled parents and carers/visitors on site are met.	September 2025	P /AMc	All common facilities are located on the ground floor, ramp access where necessary, good signage for the visually impaired etc...

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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**Acorn Education And Care
Options Autism**