



Accessibility Plan

Canary Wharf College, Glenworth

October 2025 – October 2028

Document control		
Date	Version	Comments
October 2025	1.1	Review. Change of staff details





Title:	Accessibility Plan, Canary Wharf College Glenworth
Procedure Code:	X
Source:	X
Document Owner:	Director of SEND
Review & Update By:	Director of SEND
Advisory Committee:	Audit & Risk
Approval Committee:	Audit & Risk
Date Approved:	November 2025
Date of Publication:	October 2025
Date of Next Review:	October 2028
Required on Website:	Yes

0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
October 2025 1.1	All Appendix 1	Review and reformat. Change of Staff referenced.
January 2025 1.0	All	New edition



Contents

0. Document Control	3
1. Definitions	5
2. Scope of Policy.....	5
3. Aims and Ethos	6
4. Links to legislation and guidance documents	6
5. Roles and Responsibilities	6
6. Accessibility Plan 2025-2026.....	7
7. Access Audit.....	11
8. Appendix 1: Key Members of Staff referenced	12
9. Approval Signature	12



1. Definitions

The "Trust" refers to the company known as the Canary Wharf College, and all Trustees and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term "School" may refer to a singular school or to all schools within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees, and those working in a voluntary capacity.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust who is 16 and under. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by CWC in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

"Child" and "Youth" includes everyone aged 18 and under.

The "Principal" is defined as the individual who has ultimate responsibility for a school in line with CWC strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Principal or Principal.

2. Scope of Policy

The purpose of this plan is to show how Canary Wharf College intends, over time, to increase the accessibility of our school for disabled pupils. CWC Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school's SEND policy ensures that staff identify, assess, and arrange suitable provision of pupils with special educational needs and / or disability. Working alongside professionals including the local authority and educational psychologists, the Deputy Head for Quality of Education ensures that additional resources, including staffing, are allocated where appropriate through additional high needs funding.

This Accessibility Plan sets out the proposals of the Trustees of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.



3. Aims and Ethos

Empowering Every Learner: Inclusive, High-Quality Education for All.

We believe that **every child has the right to an inclusive, high-quality education** that enables them to achieve their full potential. We are committed to **removing barriers to learning**, fostering **independence**, and ensuring that all students—regardless of their needs—feel valued, supported, and empowered to succeed.

Our vision is to create a **fully inclusive learning environment** where:

- **A culture of belonging** promotes confidence, resilience, and self-advocacy.
- **Adaptive teaching** meets the diverse needs of all learners.
- **Collaboration** between staff, students, families, and external professionals ensures the best outcomes.
- **High aspirations** and personalised support enable every student to thrive.
- **Equip staff with expertise** through professional development, ensuring they are skilled, confident, and proactive in supporting diverse learners.

Our vision is to create schools where inclusion is not an initiative but a fundamental part of our ethos which permeates through all aspects of school life.

By embedding **equity, ambition, and opportunity** at the heart of our SEND provision, we will ensure that **every learner matters, and every success is celebrated**.

4. Links to legislation and guidance documents

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff, and trustees of the school and will advise other school planning documents

The Equality Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance>

5. Roles and Responsibilities

5.1. Trust Board

The Trust board has ultimate responsibility for health and safety matters in the school, but delegates operational matters and day-to-day tasks to the Principal and staff members.

5.2. Principal and Senior Leadership Team

- Principal
- Trust Director of SEND and Inclusion
- Vice Principal
- Primary SENCo
- Trust Director of Operations–Estate, Facilities, and IT.

The above staff will have overall responsibility for the strategic development and implementation of the Accessibility plan.

5.3. Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Knowing the needs of pupils in their class groups
- Working closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the accessibility plan

6. Accessibility Plan 2025-2028

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Pupils with vision impairments have access to the curriculum	Large print text. Larger type used. Coloured paper used where appropriate. Use of ICT (large icons on desktop etc.) Appropriate training for relevant staff. Assessment and advice sought from Advisor for VI. QA of Pupil Passport strategies in practice in mainstream lessons each half term.	Classrooms are accessible to children who are vision impaired. Improved ILP's for children with VI.	Ongoing	Physical accessibility of school increased Increased access to the curriculum

Pupils with speech and language difficulties have access to the curriculum	Speech and language specialist provision on site: East Ferry two days per week SALT focus groups and 1:1 intervention QA of Pupil Passport strategies in practice in mainstream lessons each half term	Classrooms are accessible to children with speech and language difficulties	Ongoing	Physical accessibility of school increased Increased access to the curriculum
Pupils who are neurodiverse i.e. Autism (ASD) Attention Deficit Hyperactivity Disorder (ADHD) have access to the curriculum	Specialist Outreach Support from Phoenix ASD Specialist school Primary schools run a sensory circuit programme for specific children Primary schools to introduce zones of regulation as a whole school strategy Whole staff training on meeting the needs of children with Autism x 3	Set up and establish Autism intervention and social skills groups Establish safe spaces for self-regulation Raise awareness of autism in the school	On going	Increased access to the curriculum
Pupils with physical disabilities are fully involved in lessons	Disabled toilet access Occupational therapist in each for one day a week. Collaborative working with the NHS to provide physiotherapy where needed. Staff trained to deliver programmes designed by NHS Specialist support from NHS services to adapt curriculum	Physically disabled	On going	All pupils Physical accessibility of school increased

Pupils with physical disabilities are fully involved at playtimes	Outdoor areas are accessible for all. Lifts give access to all areas of the schools, including the rooftop play area Where necessary a buddy system is in place to ensure the inclusion of all vulnerable pupils	Pupils able to access all outside areas	On going	Included In all aspects of school life Physical accessibility of school increased
Pupils with challenging behaviour are fully integrated within the classroom	Behaviour policy in place. Training and support for SEMH. SEMH interventions Pupils have individual behaviour plans which reflect their needs Reintegration plans are written with the pupils and their parents and monitored by a designated adult Where reduced timetables are in use robust safeguarding and rapid reintegration is planned for.	All staff are able to respond appropriately to all pupils	Ongoing	Number of pupils excluded kept low

Pupils with hearing impairments have access to the curriculum	Pupils placed where advised by HI specialist teachers who attend each school at least termly. Pupils spoken to directly. Speech reinforced using facial expressions, signs, or gestures Speech reinforced with visual back-up print, pictures, concrete materials, and symbols QA of Pupil Passport strategies in practice in mainstream lessons each half term	Lesson are accessible to hearing impaired children	Ongoing	All pupils included in all aspects of school life Increased access to the curriculum
All members of the Community have equal opportunities to access the school premises and relevant information	School premises are inspected and reviewed to ensure accessibility for all. School provides information in range of alternative formats when necessary;	Needs of all members of the school community are fully met	On-going	Physical accessibility of school increased, and delivery of information is available to all

7. Access Audit

ACCESS AUDIT				
Feature	Description	Actions to be Taken	Person Responsible	Actions to be Completed
Corridor access	Corridors wide to accommodate SEND. Floors and corridors kept clear of clutter	Already achieved	Premises Manager	N/A
Lifts	Lifts available to support pupils with SEND	Lifts available. Lifts subject to an annual maintenance contract.	Premises Manager	N/A
Entrances	Entrances to school wide to accommodate wheelchair users	Already achieved	N/A	N/A
Ramps	Ramps in school are regularly maintained.	Already achieved	N/A	N/A
Toilets	Wheelchair accessible toilets are available in at least one building on each site.	Already achieved	N/A	N/A
Emergency Evacuation	Refuge points identified. Fire and Evacuation plan PEEPS	Already achieved	All staff	On-going
Emergency escape routes	Incorporates SEND awareness Emergency EVAC chairs are in place Evac Chair trained staff PEEPS	Already achieved	Principal, Teachers, Support Staff, Premises Manager External trainers	Evac chair training requires updating in July 2027 Additional staff require training on Evac chair

8. Appendix 1: Key Members of Staff referenced

Role	Name
Principal	Shireen Sinem
Trust Director of SEND and Inclusion	Patricia Horsnell
Vice Principal	Natalie Spence
Primary SENCo	Jacinta Meehan
Trust Director of Health and Safety	Sandra Escorcio

9. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____