

Accessibility plan

2022-2025



Approved by: Jo Keely

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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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to 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.

At Westglade our vision and aims are to:

- create a happy school environment in which courtesy, good manners and consideration for others are to be of prime importance.
- provide a lively, stimulating and well organised learning environment in which staff work co-operatively towards achieving the schools aims.
- raise standards particularly in numeracy and literacy.
- create a happy, relaxed and stimulating atmosphere in which each child can develop positive and co-operative relationships, tolerance, understanding and respect for all people.
- involve parents in school life to ensure that all aspects of pupils' progress are fully shared and supported.
- promote the school at the centre of the community.
- promote self esteem where everyone is equally involved.

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.

We work in partnership with other agencies and the Local Authority, including the Local Offer, to support the learning of all pupils. The Local Offer can be found at:

<https://www.asklion.co.uk/kb5/nottingham/directory/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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, 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 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	Objectives	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.	Ensure all pupils are able to effectively access learning through differentiation	Quality Assurance to consider effective differentiation when looking at planning and observing teaching	Subject co-ordinators and SENCo KW	Ongoing	All pupils make progress
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Provide resources that meet the needs of pupils	Review use of technology especially for the recording of writing	SENCo KW	Autumn 2023	Observe the use of technology in lessons Progress made for key pupils in writing
	Curriculum resources include examples of people with disabilities.	Enable pupils to develop positive and co-operative relationships, tolerance, understanding and respect for all people	Audit books for the inclusion of people with disabilities Include examples of people with disabilities in learning opportunities	RSHE Co-coordinator NG	Spring 2022	Increase the number of resources used that include examples of people with disabilities
	Curriculum progress tracked for	Ensure all pupils make	Data analysis to include	Assessment coordinator	Termly	Expected progress to be made by all

	all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum reviewed to ensure it meets the needs of all pupils.	expected progress All pupils to reach their potential All pupils are able to access learning in all areas of the curriculum	pupils identified on the SEND register Provide support to pupils that are not making expected progress through inclusion in targeted interventions Class teachers to set aspirational targets Targets to set as part of SEND review meetings with parents and pupils Annual review of the curriculum	Class teachers SENCo KW Parents Curriculum co-ordination RB	Ongoing Termly Ongoing Termly Ongoing Summer term	progress Pupils to achieve targets set Delivery of a broad and balanced curriculum.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities	To ensure the whole site is accessible to pupils, staff and visitors	Termly review of site to be carried out and any actions identified	Site Manager, Head teacher and Chair of Governors	Termly	Identify and resolve issues impacting on ability to access the physical environment

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: • Internal signage • Large print resources • Induction loops in the reception area • Pictorial or symbolic representations • Makaton signs and symbols when required • Use of technology	Ensure that all pupils, staff and visitors are able to access information given	Work with other agencies to support the needs of key pupils Audit the use of and training needs for the effective use of Makaton signs and symbols Review use of technology especially for the recording of writing	Class teachers, teaching assistants SENCo KW SENCo KW	Ongoing Autumn 2022 Autumn 2023	Pupils able to access lessons and make progress Makaton symbols to be used in class where appropriate Use of Makaton sign for pupils with communication difficulties Observe the use of technology in lessons Progress made for key pupils in writing
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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 governing board and the head teacher.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Special Educational Needs and Disability (SEND) policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- First Aid Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				