



Accessibility Plan Policy

Document Management

Date approved: 17 April 2023

Approved by: Governing Body

Next review date: 16 April 2024

Responsible for review: Mr P Humphries, Assistant Headteacher



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.

Westlands School recognises that many of our pupils, staff and visitors have individual needs when using the school site and facilities. We also recognise that for some pupils, the nature of their disabilities may mean that they experience specific challenges related to accessing education and the environment. As part of our on-going commitment to the delivery of an inclusive education we will endeavour to ensure that disabled pupils receive the same standards of education as their non-disabled peers.

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 staff and governors at 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 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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>For the use of assistive technology to improve pupils' independent access to the curriculum.</p> <p>For pupils who have disabilities which cause frequent/long-term absences from school to still be able to access quality education.</p>	<p>Google Classroom to be used to provide relevant and appropriate resources to support pupils working on laptops, or who are absent.</p> <p>The use of other assistive technology such as computer readers and dictaphones to be used widely, where appropriate.</p>	<p>SL and individual teachers – led by LL and SEND.</p> <p>SEND Team to implement any new technology being used by pupils.</p>	<p>Ongoing</p> <p>Nov 2023</p>	<p>There will be evidence Google Classroom has been used across different Key Stages.</p> <p>Computer readers/reading pens will be offered to more students at Year 9 and above.</p>



<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps. ● Elevators. ● Disabled parking bays. ● Disabled toilets. ● Support with railings/handle bars. ● Bright yellow paint on the edge of steps and bottom of ramps. ● Adapted equipment in DT and Catering rooms. ● Adapted furniture for wheelchairs. ● Specialised hoists and transition equipment to support personal care and changing. ● Beanbags and alternative seating for wheelchair users to use. ● Dedicated rooms for physiotherapy. ● Specialised equipment for PE. 	<p>To ensure all assistive equipment is up-to-date and in full working order.</p> <p>To ensure any upcoming building works do not prevent access for disabled pupils.</p> <p>To ensure any temporary mobile classrooms have full disabled access ramps and toilet facilities.</p> <p>To ensure the new Science/Farm building includes the required amount of specialised equipment and is fully accessible to pupils with a disability.</p>	<p>Complete a stock-check of the assistive equipment held in:</p> <p>PE, Design Technology, Catering, Animal Care/Science</p> <p>(including classroom furniture)</p> <p>Monitor disabled access ramps and where these cannot be used ensure alternative access is provided.</p> <p>Regular meetings with construction teams to ensure all planned equipment is correctly installed.</p>	<p>SEN team, including LSAs attached to the PD unit.</p> <p>Site Management team – to include PHF, CRH,PEH</p> <p>Site management team – to include PHF, CRH,PEH</p>	<p>April 2023</p> <p>Ongoing</p> <p>April 2024</p>	<p>There will be a working stock-check document held with the SEN Department.</p> <p>Suitable access is maintained for all pupils during the construction phase.</p> <p>Any temporary mobile classrooms are suitable for disabled pupils to access and use.</p> <p>The new Science/Farm building when opened is fully equipped to ensure pupils with a disability can access and use it easily.</p>
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<p>Improve the delivery of information to pupils with a disability.</p>	<ul style="list-style-type: none"> ● Use of larger print resources for VI pupils. ● Use of Chromebooks to support VI pupils. ● Use of tactile printers for VI pupils. ● Hearing loop equipment used when appropriate. ● Hearing and Visual Impairment teachers used to deliver specific training. 	<p>To ensure training is available to all staff regarding visual and hearing-impaired pupils.</p> <p>To ensure the hearing loop system is fully maintained.</p>	<p>Identify pupils.</p> <p>Organise and promote training.</p>	<p>SEND Team</p> <p>SEND Team/ Site Team PHF.</p>	<p>May 2023</p> <p>May 2023</p>	<p>At least one CPD session on sensory impairment will have been held.</p>
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4. Monitoring Arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and Headteacher.

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 (SEND) Policy
- Supporting Pupils with Medical Conditions Policy