



Accessibility Plan

Approved by: Resources Committee **Date:** March 2025

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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
- remove barriers and increase access to quality first teaching and learning for all pupils by developing the curriculum, improving the environment and effectively sharing information.

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 Vision Statement

Westdale is ...a happy community where magical things happen...

We feel safe

Each of us is different, but we all belong

Smiles and kindness are everywhere!

Taking risks and making mistakes are a big part of our learning

Discovering, celebrating and caring for our world is so important

All of us 'reach for the stars'

Learning is for life

Everyone counts

At Westdale we want **all** children to be:

- Confident, secure, independent learners who can reflect on and evaluate their own learning
- Active learners who have high self-esteem feel valued and heard
- Not afraid to take risks and can learn from their mistakes
- Positive in attitude towards all learning opportunities offered
- Effective communicators having the opportunity and support to collaborate and work with peers
- Able to make progress in their learning, to reach their potential
- Happy and excited to learn

- Respectful and kind, learning to understand, have acceptance and empathy with each other in a diverse world. Celebrating how we are all unique, similar and different.
- Empowered to challenge unfairness, being upstanders against discrimination and prejudice
- Valued for the individual that they are, feel and be safe

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 <https://www.every.education//Open/DocumentTracker?guid=fb36a3a9-f1bd-4164-9fc3-89874b3c7d7e&vkey=157782> 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 children, parents and carers, staff and governors of the school.

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 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 a broad and balanced curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a knowledge rich curriculum that can be differentiated for pupils – every classroom has systems and resources in place to scaffold and support children to be independent and included in learning. • We offer continuous provision in both EYFS and KS1 to enable access to learning for all children – this continues to promote social and emotional learning as well as academic • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability 	<p>Provide further training to all staff to improve teaching and learning so that it is excellent and accessible for all, in mixed ability inclusive classes</p>	<p>Audit of staff confidence and knowledge in supporting children towards an inclusive curriculum and classroom.</p> <p>Develop a programme of CPD to increase confidence of all staff in making adaptations and reasonable adjustments to provision.</p>	<p>Senco</p> <p>CLT</p>	<p>Ongoing</p>	<p>Increased staff confidence and better participation and outcomes for pupils. All current pupils' and prospective pupils' needs can be met. All pupils can access the English curriculum and record their learning.</p>

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Ensure all pupils have access to extracurricular activities where safe and appropriate	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it reflects and meets the needs of all pupils • We ensure trips and extracurricular activities are open to all pupils – we risk assess and plan with parents and carers 	CPD for staff to develop expertise and confidence in target setting, assessment and monitoring	Continue to liaise with other professionals for their expertise, to ensure opportunities are accessible to all pupils	Senco and class teachers Evolve Leader and HT	Ongoing	All pupils are included in all opportunities as appropriate. All pupils have access to a broad and balanced curriculum.
To further develop children's understanding of diversity in terms of disability	<ul style="list-style-type: none"> • Our curriculum and values promote and teach about diversity and inclusiveness. 	To ensure diversity and disability is reflected in day-to-day teaching and learning	Review resources and the curriculum to ensure disability is reflected in the teaching and learning.	Subject leaders and CLT	Ongoing	Diversity will be celebrated in the curriculum All children will talk about different needs with understanding and empathy – celebrating the achievement of all -

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<p>Improve and maintain access to the physical environment</p> <p>Ensure the learning environment supports the needs of all pupils</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Access to main classrooms is on the same level • Disabled parking bays in front of school • Disabled toilet and changing facilities • Low level tables and furniture • Access to calming sensory areas, classrooms are audited and adapted to needs of pupils with hearing loss or wear hearing aids 		<p>Training to be updated for all staff to ensure they consider classroom design and layout to ensure inclusive environments</p> <p>Review the school site and identify potential barriers for physical inclusion.</p> <p>Ask pupils, staff, governors and parents about their access needs and meet as appropriate.</p> <p>Create access plans for individual disabled pupils when required. Create Personal Emergency Evacuation Plans (PEEPs) for all pupils where evacuation may be a challenge.</p>	<p>Senco Class teachers</p> <p>Health and Safety Lead CLT</p> <p>Health and Safety Lead in conjunction with class teachers</p>	<p>December 24</p> <p>Ongoing</p> <p>September 24</p>	<p>All staff will have accessed training – calming environments</p> <p>Classrooms and environments will all have calming and quiet areas and space</p> <p>Barriers are identified and removed.</p> <p>Everyone can safely access the school environment. Access plans are in place as required.</p> <p>PEEPs are in place as required.</p>

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<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"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>All pupils can access quality first teaching with their teacher</p>	<p>Continue to assess and adapt to meet the needs of identified children with disability or need</p>	<p>Senco and class teacher</p>	<p>Ongoing</p>	<p>Provision and targets are effective to meet needs.</p> <p>Children's needs are being met.</p> <p>Children are making progressive; pupil voice shows that they are safe and happy</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 Development and Planning Committee and headteacher

It will be approved by the Development and Planning Committee

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 action plan
- › Special educational needs (SEN) information report
- › SEND policy
- › Supporting pupils with medical conditions policy
- › Restorative and Relationship Based Policy