



Westwood  
Academy

## Accessibility Plan 2021-24

Last reviewed on: July 2021

Next review due by: July 2024



SOUTH ESSEX  
ACADEMY TRUST

> collaboration > challenge  
> perseverance > innovation

# Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Education and Related Activities .....	3
4. Provision of Information .....	3
5. Physical Environment.....	3
6. Monitoring Arrangements .....	3
7. Links with other policies .....	3
8. Action plan .....	4
Appendix 1: Accessibility audit.....	5

## 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.

Compliance with the Equality Act is consistent with the school's aims and Equal Opportunities Policy, and the operation of the school's SEN policy. Westwood Academy recognises it's duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- not to treat disabled pupils less favourably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

## 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.

This policy complies with our funding agreement and articles of association.

### **3. Education and Related Activities**

Westwood Academy recognizes and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

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 and will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Westwood Academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **4. Provision of Information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested by parents/carers.

### **5. Physical Environment**

Westwood Academy will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments, i.e. making reasonable adjustments, and also when planning and undertaking future improvements related to refurbishment of the site and premises.

### **6. 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 Board of Directors.

### **7. Links with other policies**

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

- Risk assessments
- Health and Safety policy
- Equality policy
- Special educational needs (SEN) & Disabilities policy
- Supporting pupils with medical conditions policy
- Safeguarding and Child Protection

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.

## 8. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	To ensure that the curriculum is accessible to all pupils, and that they are able to make the best progress they can through individualised provision.	One Plans identify the needs of pupils to access the curriculum and make progress, actions identified, implemented and monitored for impact.	SENCO	Termly.	All pupils access the curriculum and make progress.
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i>	If there is a need change the environment for a pupil, all reasonable steps will be taken to ensure the environment is adapted.	One Plans identify the needs of pupils to access the environment, adaptations identified and implemented where reasonable.	SENCO/HT	Termly.	All pupils able to access the learning environment of the school.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible.</i>	If a pupil requires adaptations to communications, these will be made in a timely way agreed with parents.	One Plans identify the needs of pupils to access communication, adaptations identified and implemented where reasonable.	SENCO/HT	Termly.	All pupils are communicated with effectively.

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys.	Possibility of moving cohorts to meet needs of pupils that cannot access 2 <sup>nd</sup> storey.	HT	n/a
Corridor access	No issues, some stairs to KS1 classes, alternative routes available.	None.	HT	n/a
Lifts	n/a	n/a	n/a	n/a
Parking bays	Disabled parking bay in car park.	Considering expansion of parking as part of building during October 2017-March 2018, if resources allow.	HT	n/a
Entrances	Single route into school, flat and access friendly.	n/a	n/a	n/a
Ramps	Some on outside of school from meeting room, sports hall.	n/a	HT	n/a
Toilets	CIF bid for improvements to toilets to include access.	Prepare and enter CIF bids to improve access to toilets.	HT	n/a
Reception area	Single route into school, flat and access friendly.	n/a	n/a	n/a

Internal signage	In place, clear.	n/a	n/a	n/a
Emergency escape routes	In place, some extra emergency lighting procured for 2018-19.	n/a	n/a	n/a