

# The Willows School Academy Trust



## Accessibility Plan

Reviewed: October 2024  
Next Review: October 2025

## Contents

---

---

1. Aims.....	2
2. Legislation and guidance .....	3
3. Action plan.....	
4. Monitoring arrangements .....	8
5. Links with other policies .....	8
Appendix 1: Accessibility audit.....	9

---

---

## 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.

Our guiding principle is one of inclusion. We value all the pupils in our school equally. We want to identify and break down possible barriers to learning. Every pupil with a disability in our inclusive school has an entitlement to fulfil his/her optimum potential.

At The Willows School Academy Trust, we are committed to helping our children by:

- Creating a positive and nurturing environment where our children can feel happy, safe, loved and respected
- Challenging our children to achieve our best.
- Providing our children with opportunities and experiences that may enable them to access mainstream primary education.
- Giving our children the skills necessary to begin the journey towards becoming successful adults.

*Our Core Values are:*

*Fairness  
Compassion  
Tolerance  
Friendliness  
Endeavour*

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, 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 parents, 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 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short (S), medium (M) and long-term (L) objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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 resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p><b>M</b>-Increase the confidence of staff in differentiating the curriculum.</p> <p><b>M</b>-All pupils have access to appropriate resources to enable full access to the school curriculum.</p> <p><b>S</b>-All pupils see themselves as able learners</p> <p><b>S</b>-Senior &amp; Middle Leaders are aware of progress &amp; attainment of all learners</p> <p><b>M</b>-Pupil access to the curriculum is supported through appropriately differentiated work</p>	<p>Be aware of staff training needs on curriculum access. Assign CPD.</p> <p>Audit current pupil and parent group to identify needs</p> <p>Audit current curriculum resources and identify topics that need additional positive images</p> <p>Tracking meetings to occur regularly &amp; all leaders informed of outcomes &amp; next steps for individuals</p> <p>Deputy Head Teacher (lead for Inclusion) &amp; SENCo attend all Tracking Meetings and</p>	<p>SENCo</p> <p>SENCo</p> <p>Curriculum Lead</p> <p>HT</p> <p>HT</p>	<p>Ongoing and as required</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Pupil engagement with the curriculum is increased &amp; outcomes improved.</p> <p>Pupils are aware that they are valued and this supports increased engagement &amp; improved outcomes.</p> <p>Provision is adjusted and modified regularly and the curriculum is appropriately differentiated for all pupils.</p>

	<p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p><b>M</b>-The curriculum incorporates relevant knowledge, skills &amp; understanding which is appropriate &amp; accessible for all learners</p>	<p>advise on targets for individual pupils.</p> <p>Key staff members &amp; agencies liaise to ensure pupils with additional needs receive appropriate resources &amp; teaching &amp; learning activities</p> <p>The school curriculum map is audited &amp; reviewed, areas for improvement identified and provision adjusted.</p>	<p>HT</p> <p>Curriculum Leader</p>	<p>Provision is adjusted and modified regularly and the curriculum is appropriately differentiated for all pupils.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils, parents, staff &amp; visitors as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	<p><b>M</b>-The school is aware of the needs of disabled pupils staff, governors, parent/carers and visitors</p>	<p>Create access plans &amp; risk assessments for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Audit the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standards</p>	<p>SENCo</p> <p>HT/SBM</p> <p>DHT</p> <p>HT</p> <p>HT/SBM</p>	<p>IEPs &amp; risk assessments in place for all disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues</p>

		<p><b>M</b>-Layout of the school allows access for all pupils/staff to all areas.</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p> <p>Where necessary meetings will be held on the ground floor</p>	<p>HT/GOVs.</p>		<p>Re-designed buildings are usable by all</p>
		<p><b>M</b>-Improve signage and external access for visually impaired people</p>	<p>Quiet areas will be available throughout the school</p>	<p>HT</p>		
		<p><b>M</b>-Improve signage and external access for visually impaired people</p>	<p>Steps edges are strip marked</p> <p>Illuminated signs are used where appropriate</p>	<p>SBM</p>		
		<p><b>S</b>-Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.</p>	<p>SENCo</p>		<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>
		<p><b>S</b>-All fire escape routes are suitable for all</p> <p><b>M</b>-Ensure all areas of school can have wheelchair access</p>	<p>On-going and as required and as appropriate.</p>	<p>HT/SBM</p>		<p>All disabled staff, pupils and visitors able to have safe independent egress</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p><b>M</b>-Ensure all information to parent/carers is accessible</p> <p><b>M</b>-Improve the delivery of information in writing in an appropriate format</p> <p><b>M</b>-Ensure all staff are aware of guidance on accessible formats</p> <p><b>M</b>-Annual review information to be as accessible as possible</p> <p><b>M</b>-Languages other than English to be visible in school</p>	<p>Review all forms of sharing information with parent/carers to ensure they are accessible</p> <p>Staff will support and help parents to access information and complete school forms</p> <p>School to arrange access to translators where possible</p> <p>Ensure the school website is accessible for all</p> <p>Provide suitably enlarged, clear print for pupils with a visual impairment</p> <p>Guidance to be given to staff on dyslexia, visual impairment formats and accessible information</p> <p>Use/Develop child friendly IEP review formats</p> <p>Some welcome signs to be multilingual</p>	<p>DHT</p> <p>School Secretary/FSW</p>  <p>DHT/SENCo</p> <p>Website Manager</p>  <p>SENCo</p> <p>SENCo</p> <p>SENCo</p>  <p>EAL Teacher</p>	<p>Parents and carers are well informed and receive all school information in easily accessible formats.</p>      <p>Staff are more aware of pupils preferred methods of communications</p>      <p>Parents are confident that the school values pupil heritage &amp; supports them in accessing their child's education</p>
--	---	---	--	---	--

---

### *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 Body.

---

### *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 (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour for Learning

**Date:** September 2022

**Signed:** Malcolm Shaw, Headteacher

The Willows School Academy Trust



---

*Appendix 1: Accessibility audit*

---

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				