

# WEST PARK ACADEMY

## Accessibility Plan



Date Created	July 2017
Review Date Due	July 2020

## 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

West Park Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Academy has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. We aim to create a culture where *all* learners feel welcome, accepted, safe, valued and confident that they will get the right support to assist them to develop their talent and achieve their goals.

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 and adheres to advice provided by Darlington Borough Council's Accessibility Strategy which sets out the vision of all children and young people with Special Educational Needs and Disabilities (SEND) having access to inclusive learning across all of its educational settings providing opportunities to ensure that every child in the borough receives the best possible start in life, enabling them to live well and take advantage of the many benefits and opportunities on offer in Darlington: <https://darlington.fsd.org.uk>

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 directors of the academy.

## 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. Action plan

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

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
Increase access to the curriculum for pupils with a disability	<i>The Academy's SEND Policy and SEND Information Report provide detailed information on how our school offers a differentiated curriculum for children of all abilities and uses specific resources and learning support to ensure certain pupils are able to access the curriculum fully.</i>	Training for specific staff including medical needs	Audit of CPD needed through PM.	SLT	November 2017	List of areas staff feel they would like training for.
		To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Epilepsy</li> <li>• Diabetes</li> </ul> and as required in other specific conditions. Update Medical Conditions policy annually and ensure IHCPs updated with parents.	HSFC	September 2017 and as required.	All pupils have an entitlement to a full time curriculum or as much as their medical condition allows.
		Development of 'specialist' TAs to support teaching and learning and to give skilled inclusion support.	Inclusion of support staff at provision map meetings and phase meetings.  Monitoring of timetables and resources.	SENDCO	Introduced September 2017 - ongoing	Time allocated for staff to deliver 'specialist' support

		A whole school approach to creating communication friendly environments.	Continued targeted support from SLT and TA support assistant.  Speech and Language training.	SENDCO & SLT	July 2018  October 2017	All staff able to identify and support children with effective language models integrated within the classroom.
		To develop tactile and Braille skills for VI pupils. ensure accessibility to Braille	Direct teaching of Braille skills to be delivered by a QTVI.	SENDCo & QTVI	2018	Curriculum, communication systems and signage to be accessible to VI pupils.
		To ensure that staff are trained to support pupils with emotional needs.	HSFC to attend ELSA seminar.  All TAs receive ELSA training to enable them to provide Emotional Literacy Support to all.	HSFC  SENDCO & HSFC	September 2017 training.  July 2020	Every teaching assistant is trained as an ELSA in the future (able to listen to pupils and help them find their own solutions rather than telling them what to do)
Improve and maintain access to the physical environment	<i>The school building is fully accessible for pupils with physical difficulties. The environment is adapted to the needs of pupils as required.</i>  <i>This includes:</i>  <i>2 disabled car park spaces by the ramped entrance to the front door of the</i>	Provision of gender neutral toilets taking into account gender identity issues.	Advice from local schools.  Continue to work with LA and architects when planning building work.  Clear signage for such facilities.	SLT & Trustees	July 2020	Children to have toilet facilities that they feel comfortable using.

<p><i>School.</i></p> <p><i>The outside play areas are flat and almost completely accessible to wheelchair users</i></p> <p><i>Disabled toilet facilities available with wheelchair access and there is an adjustable changing trolley located in the Nursery.</i></p> <p><i>The Family Hub with private room spaces to enable weekly speech and language therapy as well as confidential meetings to take place with SENDCo, staff, support agency staff and parents.</i></p> <p><i>Work spaces adjoining classes for small group work and individualised work for targeted learners.</i></p> <p><i>Access issues take priority in adaptations and improvements of the learning environment. Double doors have recently been fitted to classrooms enabling access into the classroom from the playground.</i></p> <p><i>A community room for before and after school provision as well as to enable group work to be delivered.</i></p> <p><i>The outdoor learning environment is being developed to enhance pupil's health and well-being.</i></p> <p><i>Children's work is shown to be valued by use in displays around the school.</i></p> <p><i>Development of Rainbow Room an additional classroom provision to provide bespoke package of teaching and learning.</i></p>	<p>Improved corridor spacing and further development of the building take DDA issues into account.</p>	<p>Continue to work with LA and architects when planning modernisations</p>	<p>SLT &amp; Trustees</p>	<p>Ongoing</p>	<p>The building continues to be accessible for all where possible.</p>
	<p>Any redecorating work within the school is sympathetic to those with sensory sensitivities.</p>	<p>Advice taken re-lighting and colour schemes before any further decorating takes place.</p>	<p>SLT &amp; Trustees</p>	<p>Ongoing</p>	<p>The school decorates in a way that is sympathetic to sensory sensitivities.</p>
	<p>Developing areas around school to further enhance and develop 'Forest School' learning eg. Creation of a meadow, orchard, fire pit.</p>	<p>Outdoor Learning Team/Eco Warriors to develop a programme of outdoor</p>	<p>Mrs Welsh/Mrs Atkins</p>	<p>By 2020</p>	<p>'Forest school' culture in place.</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.</i></p> <p><i>This includes:</i></p> <p><i>Internal signage, Large print resources, Pictorial or symbolic representations</i></p> <p><i>Visual timetables and information supported by signs/symbols for targeted pupils.</i></p> <p><i>Home-school books for targeted children to ensure effective communication.</i></p> <p><i>Provision of verbal or large print information for targeted pupils.</i></p> <p><i>Parents section on Website with access to policies and class activities</i></p> <p><i>Text messaging to parents</i></p>	<p>Ensure parents/carers with a disability have equal opportunity to access information from school.</p>	<p>Have systems in place e.g. through the LA, to make available information when requested, in alternative versions e.g. Braille, large print, audio, simplified language</p> <p>Highlight on all school documentation that goes to parents that it is available in larger print on request.</p>	<p>Officer Manager</p>	<p>As required</p>	<p>Format of documentation altered appropriately.</p>
		<p>To improve signage around school including visual clues to aid visually impaired and EAL</p>	<p>Increased use of widget symbols to create door signs to, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.</p> <p>To be designed and positioned to inform those with visual impairment and wheelchair users.</p>	<p>Office Manager &amp; SENDCo</p>	<p>2020</p>	<p>Signs to be used around school to identify the use of individual rooms.</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 approved by the Trustees of the Academy.

## **5. Links with other policies**

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

- Local Authority Accessibility Strategy 2017-2020
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) Information Report
- Special educational needs and Disability Policy
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building fully accessible to all.	None		
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Sept 2016
Lifts	Not applicable	None		
Parking bays	2 disabled parking bays with ramped access.	None		
Entrances	Classrooms fully accessible to all	None		
Ramps	Not applicable	None		
Toilets	Disabled toilets installed within school in addition there is an adjustable changing table located in nursery.	Gender neutral toilets to be introduced. Additional disabled toilet with room for an additional adjustable changing trolley for KS1 and KS2.	SMT & Trustees	2020

Reception area	Pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g. child trust, young carers, SEND Leaflet, etc.	None		
Internal signage	Some signage in school – widget symbols used to create door signs and visual prompts within the classroom to inform pupils.	Increased use of widget symbols to create door signs to, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.  To be designed and positioned to inform those with visual impairment and wheelchair users.		
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Caretaker  SLT	Ongoing to 2020