

WEST PARK ACADEMY

Accessibility Plan



Date reviewed:	Autumn 2024
Date to be reviewed:	Autumn 2027

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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 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>	To ensure that all staff have access to training and advice in relation to SEND.	Audit of CPD needed through PM and discussions with the SENDCO	SLT	As required.	Staff to feel confident supporting the needs of all children
		To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions. Update Medical Conditions policy annually and ensure EHCPs and Care Plans are updated with parents and staff are aware.	HSFW	Annually in September and as required.	Staff feel comfortable supporting children with a medical condition which in turn allows children to access the curriculum.
		To develop a specialist workforce well equipped to support inclusion.	Inclusion of support staff at provision map meetings and progress meetings	SENDCO/HT	Termly	Time allocated for staff to deliver 'specialist' support.

			<p>PM targets linked to areas of expertise for TAs Training as required</p> <p>Monitoring of timetables and resources.</p>			<p>Roles and responsibilities document shared with all staff identifying expert staff and what they are responsible for</p>
		<p>A whole school approach to creating communication friendly environments.</p>	<p>Speech and Language training.</p> <p>Whole school CPD and classroom expectations document</p> <p>ASD training</p>	<p>SENDCO & ASD lead</p>	<p>September annually</p>	<p>All staff able to identify and support children with effective language models integrated within the classroom.</p>
		<p>To develop tactile and Braille skills for VI pupils. ensure accessibility to Braille</p>	<p>Direct teaching of Braille skills to be delivered by a QTVI.</p>	<p>SENDCo & QTVI</p>	<p>As required</p>	<p>Curriculum, communication systems and signage to be accessible to VI pupils - completed</p>
		<p>A modified behaviour policy for those children with SEND.</p>	<p>A policy to be developed to ensure that children with a SEND are not at a disadvantage in relation to the behaviour policy. This will ensure that children that require a specialised approach will receive appropriate praise and reward and</p>	<p>SLT</p>	<p>September Reviewed annually</p>	<p>All staff will be able to identify the appropriate behaviour strategies to use for those with a SEND.</p>

			also suitable sanctions and consequences.			
		To ensure that staff are trained to support pupils with mental health and emotional needs.	<p>ELSA team in place</p> <p>Half termly mental health team meetings to plan whole school events and discuss individual children's needs</p>	SENDCo and ELSA lead	On going	<p>Allocated teaching assistant in each phase is trained as an ELSA (able to listen to pupils and help them find their own solutions rather than telling them what to do)</p> <p>Staff to also be supported through regular training</p> <p>Mental Health first aiders supporting within school</p>
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>	Improved corridor spacing and further development of the building take DDA issues into account.	<p>Advice from local schools.</p> <p>Work with LA and architects when planning building work.</p>	SLT & Governors	Ongoing	Children to have toilet facilities that they feel comfortable using.

<p><i>This includes:</i></p> <p><i>2 disabled car park spaces by the ramped entrance to the front door of the 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 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 pupils' 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 an additional classroom provision to provide bespoke package of teaching and learning for high needs</i></p>					
	Any redecorating work within the school is sympathetic to those with sensory sensitivities.	Continue to work with LA and architects when planning modernisations and modifications	SLT & Governors	Ongoing	The building continues to be accessible for all.
		Advice taken re-lighting and colour schemes before any further decorating takes place.	SLT & Governors	Ongoing	The school decorates in a way that is sympathetic to sensory sensitivities.
	Developing areas around school to further enhance and develop 'Forest School' learning eg. Creation of a meadow, orchard, fire pit.	Outdoor Learning training for all Opal Programme – This programme addresses all of the areas school must plan for to sustainably improve quality of play.	SLT	Ongoing	'A culture of active and outdoor learning is in place. Outdoor environments will be enhanced to support and develop effective play for all children in school. Lunchtime supervisors will be trained through the Opal programme to ensure children have the best possible opportunities during their break times.

	<i>SEND pupils.</i>					
Improve the delivery of information to pupils with a disability	<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 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>	Ensure parents/carers with a disability have equal opportunity to access information from school.	<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>	Officer Manager	As required	Format of documentation altered appropriately.
		To improve signage around school including visual clues to aid visually impaired and EAL if appropriate	<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>	Office Manager & SENDCo	Ongoing and when required.	Signs to be used around school to identify the use of individual rooms.
		Classroom environments are communication friendly spaces	To ensure that all classrooms adhere to classroom expectations around using communication for print	SENDco	September annually	Children feel safe within the classroom

			to share information with children around behavior, timetables etc			
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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 Local Governing Body 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 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 floors	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	Add date complete
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.	Additional disabled toilet with room for an additional adjustable changing trolley for KS1 and KS2.	SLT & Governors	Ongoing
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 (add year)