



Accessibility Plan 2023-26

Aims:

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

At West Park:

1. We are committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

2. West Park plans, over time, to ensure the accessibility of provision for all pupils, staff, and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions.

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

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6. Information regarding our Accessibility Plan will be published in HT and Governors' Reports

Approved by:

Date: November 2023

Next review date: Autumn 2026

West Park Primary School: Accessibility Plan

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- maintain access to the physical environment
- Improve the delivery of written information to pupils/parents

The table below sets out how the school will achieve these aims.

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
Ensure access to the curriculum for pupils so that all achieve to their potential.	<p>Classrooms are organised to promote the participation and independence of all pupils.</p> <p>Surround sound systems are fitted in classrooms.</p> <p>Outreach work accessed from special schools to meet needs of pupils, and advise on inclusion best practice, including workshops for all pupils, workstations and classroom adaptations.</p> <p>The curriculum is adapted for all pupils and differentiated when necessary.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Targets are set and monitored closely for all pupils.</p> <p>Learning is tracked for all pupils each term, or more frequently if needed.</p>	Continue to audit pupil needs and provide staff training to meet those needs, including on school trips.	<p>Monitoring cycle</p> <p>Audit of pupil needs</p> <p>Staff meeting/training programme to address any issues e.g. Downs training, Diabetic training, Autism training etc.</p> <p>Planning and risk assessments for trips enable all aspects of inclusion ensure access for all is promoted.</p>	<p>HT/Gov</p> <p>Senior Leaders</p> <p>SENCO</p> <p>All staff</p>	Review annually	Monitoring activities demonstrate 100% access to the curriculum

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Improve and maintain access to the physical environment	School building is fit for purpose and accessibility is good across the school e.g. ramps to new classrooms, disabled toilets, disabled parking bay.	To maintain access to the physical environment. Improve access within school grounds for more suitable access for wheelchairs.	Maintain site access and pathways to access all areas of site used for teaching and learning. Consider replacing lift to ensure it is fit for purpose.	HT/Gov Caretaker	Termly Autumn 2020	All site is accessed by users.
Improve the delivery of written information to stakeholders.	Availability of written material in alternative formats is available when requested. Website can be translated into different languages.	Continue to keep up-to-date with needs of parent/community. Consider different ways to communicate in range of languages e.g. with QR codes, letters, face-to-face workshops, transition meeting for all year groups start of academic year.	Documentation reviewed to meet needs of individuals. Key messages in different languages in particular for induction where translation is not available	HT/Gov Office SLT	Review as required	Delivery of school information to pupils and parents with particular needs improved. Develop office systems summer 2020
School Behaviour & SEND policies ensure that the needs of all pupils are met to the best of the school's ability.	Policies are reviewed and up to date. Policies are adhered to. Multi agency approach taken where needed.	Continued development of a range of inclusion strategies involving multi agency approaches. Related policies and procedures are reviewed on a regular basis. SLT meet regularly to review policies and procedures, liaising with LA as necessary.	Individual cases reviewed as needed.	SLT SENCO Class teachers	Review as required	Wide range of strategies and support implemented for all children facing inclusion difficulties. Policies and procedures are reviewed and updated effective systems are implemented for identified children. Interventions reviewed and impact analysed

