



Accessibility Plan

September 2022

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At West End Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The West End Academy Accessibility Plan has been developed and drawn up based upon information supplied on the SEND register and with information from outside agencies. The document will be used to advise other school planning documents and policies and will be reviewed annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the academy’s Equality Objectives, and will similarly be published on the school website.
- 3) West End Academy is committed to providing an environment that enables full curriculum access 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) The West End Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) The Accessibility Plan will be published on the school website.

7) The Accessibility Plan will be monitored through the Governing Body.

8) The academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

9) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Priority	Lead people	Strategy/Action	Resources	Timescale	Success Criteria
Increase staff awareness of the needs of SEND children to ensure the curriculum accurately matches their needs.	SENCo	<ol style="list-style-type: none"> 1. SENCo to support teachers through staff meetings, 1:1 support sessions, lesson observations and book scrutiny to identify areas where lessons can be planned/differentiated to support the needs of SEND children. 2. SENCo will monitor the progress SEND children make each half term. 3. Conversations with staff members will take place, support will be given with making referrals to outer agencies will be made when needed. 4. Head Teacher and Deputy Head Teacher will challenge staff members during pupil progress meetings on the progress SEND children are making. 	<p>Access to training.</p> <p>Access to outer agency support (where appropriate).</p>	<p>On-going</p> <p>Reviewed yearly.</p>	SEND children are able to access core lessons and make progress, which is at least in line with their peers.
Improving curriculum access to children with speech and language difficulties.	SENCo/	<ol style="list-style-type: none"> 1. SENCo will attend training based upon 'developing Social Skills and Language Through LEGO Therapy'. 2. SENCo will deliver training to staff members with a focus on using Lego therapy in school to support the delivery of speech and language interventions. 3. Support will be given to individual staff members to plan interventions as part of the provision mapping process. 4. Resources will be ordered to support an effective intervention. 	<p>Access to training.</p> <p>Updating resources to reflect diversity.</p>	<p>On-going</p> <p>Reviewed yearly.</p>	Children with speech and language difficulties will be able to access the curriculum with increased independence.