



Accessibility Plan

September 2025

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
To strengthen early identification and support for SEND in the Early Years Foundation Stage (EYFS).	SENCo	<ol style="list-style-type: none"> 1. SJ to have meetings with EYFS parents and AL prior to them starting at the school to gain an understanding of the cohort. 2. For the SEND children starting, ensure that from the meetings, the children have appropriate resources and adaptations in place for their start date by working with AL. 3. SJ to spend more time in EYFS to see how our SEND children are supported in provision and to offer advice and support where needed. 4. SJ to work with AL to create my plans for the children with SEND. 5. SJ to work closely with AL to discuss concerns about children that may need to be on our monitoring list to help with early identification. Half termly meetings will take place to discuss any children that we have concerns about. 6. Parents will be informed if we are monitoring their child and they will be rang frequently to discuss next steps. 7. SJ to observe interventions in EYFS to offer feedback. 	Access to outer agency support (where appropriate).	On-going Reviewed yearly.	<p>SJ will be aware of the children with SEND starting in EYFS and AL will feel supported to prepare for their start date.</p> <p>Parents will feel supported from the initial meetings and will appreciate the consistent check ins about how they have settled into EYFS.</p> <p>SJ will have a greater understanding on how to support children with SEND in EYFS and AL will feel more supported.</p> <p>Children will be monitored from an earlier stage to be able to get the support they need.</p> <p>There will be more accurate and consistent early identification.</p> <p>Children will have appropriate plans in place by end of term.</p> <p>There will be faster and more targeted referrals and external support.</p>

Can staff plan and implement a writing lesson matched at a child's writing ability to meet their next small steps?	SENCo/	<ol style="list-style-type: none"> 1) SJ will create a document of learning objectives for writing for staff to be able to use when planning. 2) Staff will plan and prepare writing lessons for children with SEND in their class that matches their need and addresses gaps. 3) SJ will encourage staff to look at books from other year groups to understand what should be expected in a lesson from that child. 4) Staff should have conversations with their TAs prior to writing lessons to discuss the expectations of a child with SEND for that lesson. 5) SJ will drop into writing lessons to provide further feedback. 6) SJ will monitor the books to make sure they are showing the accurate level of the child. 		<p>On-going</p> <p>Reviewed yearly.</p>	<p>Staff will have a better understanding of what order to teach objectives and what the child's writing journey looks like over time.</p> <p>Staff will be able to articulate the child's small next step and what they are getting better at.</p> <p>Staff will make sure their TA has clear expectations for each lesson and are aware of the lesson objective and small next step.</p> <p>SJ will see children working more independently rather than being guided by the TA.</p> <p>TA's will encourage the child to use resources to support their independence e.g. traffic lights, check it hand</p> <p>The books will demonstrate the level that the child is working at.</p>
--	--------	---	--	---	--