



Accessibility Plan



THE WEST PARK
ACADEMY

Written by	Sarah Baldwin
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Approving Body	Principals

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THE WEST PARK ACADEMY ACCESSIBILITY PLAN FOR 2024/27

Schools and Academies 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 academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

1.) DEFINITION OF DISABILITY

Disability is 'a physical or mental impairment (including sensory and hidden) which has a substantial (more than minor or trivial) and long-term (over 12 months) adverse effect on a persons ability to carry out normal day-to-day activities.'

(DDA 1995 Part 1 para. 1.1.)

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Disability includes learning disabilities, dyslexia, diabetes and epilepsy, speech and language impairments and ADHD regardless of whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

Disability includes pupils with severe disfigurements

Disability includes progressive conditions i.e. conditions that are likely to change and develop over time e.g. cancer, multiple sclerosis and HIV infection

It is necessary for the effect of the impairment to be considered as it would be without any medication or other treatment e.g. epilepsy

2.) LEGAL BACKGROUND

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education.

3.) CONTEXTUAL INFORMATION

The West Park Academy has a long and proud history of inclusion for disabled pupils. The West Park Academy is located within 3 separate buildings – the main school building, dining hall and external classroom.

The external classroom building is currently used by children in Year 1 and Year 2 who are part of our in-school hub enhanced provision. This building is on one level and has a disabled toilet located in the classroom. There is wheelchair access to the main door/entrance.

The dining hall building comprises a one storey building a ramp to the main entrance of the building.

The main school building comprises of a two-storey building with classrooms on both floors. The lower level of the school is accessible for wheelchair users through the main front entrance and also via the Foundation 2 Classroom. There is also a disabled toilet on the lower level of the main school building. There are no lifts in the building.

To the rear and front of the school there are playground areas which both have disabled access.

4.) THE CURRENT RANGE OF DISABILITIES WITHIN THE WEST PARK ACADEMY

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis. Please refer to the SEND register for more details.

We have a number of children who have other medical conditions such as epilepsy and asthma. All relevant staff are appropriately trained to support these pupils. Please refer to the medical list which holds more specific details of these children.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. Please refer to the SEND Policy for more details.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which is accessible for First Aiders and appropriate staff members.

5.) INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

6.) STRENGTHS OF ACCESS PROVISION

- All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.
- We run after school clubs to particularly target children within school with additional needs who have not previously accessed extra curricular provision.
- Disabled toilets are available for adults and children.
- Available changing facilities to meet the needs of children who are not yet bladder and/or bowel continent.
- Visual timetables are available in all classrooms
- Staff are trained to support children with the use of hearing aids, including radio aids
- Ongoing CPD takes place to ensure that staff have relevant training linked to the needs of the children in school
- Individual physiotherapy programmes are delivered to specific pupils
- Specific speech programmes, designed by the Speech and Language Therapy Service are delivered to individuals and groups of children.
- Home/school communications are designed to be jargon free with the use of visual aids to promote clear understanding for adults with learning difficulties
- First day calling allows parents with physical and or learning difficulties to communicate with school regarding their child's welfare in a private and non-threatening way.
- SEND Inclusion Services and professionals from the Sensory and Physical team support pupils in school

- We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.
- We work very closely with the physiotherapy team and the safe handling advisor in relation to a disabled child in school and have individual safety plans in place.

7.) THE GENERAL DUTY

We actively seek to undertake the requirement to:-

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons, not representing them in a demeaning way, pretending they don't exist or not representing them anywhere at all.
- Encourage participation by disabled persons in public life
- Respect the wishes of disabled children in our setting
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

8.) DEVELOPING A VOICE FOR PUPIL, PARENTS/CARERS AND STAFF

- All children have open access to staff, including Senior Management, and the School Council representatives
- Individual appointments are made following requests from parents and carers to discuss their child's specific needs.
- The school SENDCO is available most mornings for parents to access either by appointment or by dropping by.
- Individual targets are shared with children
- Individual targets are shared with parents and carers at Parents Evenings
- Alternative arrangements are offered for parents and carers who cannot attend scheduled meetings.
- Leaflets explaining Special Needs Assessment and Procedures are given to parents and are also available online.
- Children are involved in their target setting and meetings when appropriate.
- Parents and carers are made aware of all meetings, curriculum developments, activities etc in the newsletter. Letters are read to adults with reading difficulties. Or alternative arrangements are made such as emailing/texting information
- Support is given to parents and carers who have difficulties completing forms, either from school, or with regard to benefit support for disabled children
- Children with disabilities frequently need additional support at home and within the community. Applications for Disability Benefits require detailed information from school. All such requests are met.
- Parents and carers may request reports to assist with medical assessments e.g a supporting letter to take to the GP
- Parents and carers are made aware of the support available to them from Parent Partnership.
- Children with disabilities have access to all extra curricular clubs
- Meetings take place within school to support children and their

parents with difficulties which may be specific to home e.g. difficulties managing behaviour at home.

9.) REMOVING BARRIERS

- All buildings are accessible for adults and pupils
- Staff training and support from the SENDCO regarding disabilities is on going e.g. deaf awareness, Dyslexia, Autism, SALT
- Support Services and Family SENDCO provided ongoing support and advice for staff and pupils
- Targets for pupils with disabilities are reviewed termly
- Therapists work in school alongside teachers and TAs to support disabled pupils e.g. Physiotherapist, Speech Therapist
- Specialist equipment enables some pupils to access the curriculum e.g. radio aids, standing frames, specialist tricycles, wheelchairs, computers
- Children with continence issues have dedicated support staff to cope with changing and an Intimate Care Policy is in place.
- Additional funding from HLN and AFN is requested to support some pupils with disabilities to access the curriculum
- The admissions policy does not discriminate against children with disabilities
- The raising of staff awareness with regard to disability issues is ongoing, in order to negate discrimination.

10.) DISABILITY IN THE CURRICULUM, INCLUDING TEACHING AND LEARNING

All pupils access their curriculum entitlement.

Following assessment of a child's specific need, alternative arrangements may be made to support individuals and or groups to achieve their potential (intellectually, socially and emotionally) through:

- one to one in class support
- withdrawn one to one support
- small group support within the classroom
- withdrawn small group support

- setting
- nurture groups
- physical programmes

11.) ELIMINATING HARASSMENT AND BULLYING

- The West Park Academy recognises that harassment and bullying takes place within all such institutions. All allegations are investigated thoroughly and appropriate action taken. Any incidents are recorded on an incident form and kept in the SLT office in Sports and Arts.
- The school regularly leads sessions in assembly and class with regard to bullying.
- In order to raise the profile and positive image of children with disabilities, achievements are celebrated regardless of whether they have been made in or out of school during a weekly assembly.

12.) REASONABLE ADJUSTMENTS

- Adjustments are made within class through differentiation by outcome and support given.
- Teaching and pastoral arrangements are flexible and designed to meet specific needs
- Specialist equipment is used to support children within the classroom and in PE
- Adjustments are made regarding off site and residential visits to ensure that pupils are included. Staff visit venues prior to the visit and adapt accordingly.
- Additional dedicated adult support is available to enable specific children to be supported in school during breaks and at lunchtime
- Exercise programmes are provided to support individual needs e.g. Cerebral Palsy
- Speech and Language programmes provide additional support within school by a Speech and Language therapist.
- Time out and quiet work areas are provided for children with Autism
- Medication (with parental consent) is given e.g. Ritalin

- Monitoring of blood sugar levels and the administration of snacks are undertaken for Diabetic pupils
- Epileptic pupils are monitored for 'absences' and fits
- Seating arrangements within class take into account pupils with hearing and visual impairments
- Classrooms are screened and modified, if necessary, if acoustically unsuitable for a child with a hearing aid
- Dietary requirements are catered for e.g. food allergies, gluten intolerance,
- Inhalers are kept in school for asthmatic children and taken on school outings
- Access arrangements remain under constant review.
- Risk assessments are undertaken by the Disability Support team and building adaptations take place following their recommendations.

13.) INFORMATION, PERFORMANCE AND EVIDENCE

Pupil Achievement

Progress is tracked in accordance with school standard tracking procedures and is monitored with regard to the categories of need shown on the Special Needs Register

Learning Opportunities

Learning opportunities are available to all pupils and are delivered following any necessary reasonable adjustment.
Curriculum plans promote the understanding of disability

Admissions, Transitions, Exclusions (including SEBD)

The Admissions Policy is in line with the Local Authority regulations and does not discriminate against pupils with disabilities

Social Relationships

There are a number of children within school who have disabilities who are providing good role models for the other children.

Employing, promoting and training disabled staff

All interview paperwork is kept to ensure that no discrimination has taken place. Interview questions are the same for each candidate and allocated to panel members prior to the interviews.

Staff training needs are assessed by the Training Co-ordinator and SENDCO and allocated according to individual needs, school priorities and funding.

14.) THE BOARD OF TRUSTEES.

Trustees follow their duty with regard to the implementation of the General Duty by

- Monitoring policies and practices to ensure that disabled pupils are not placed at a disadvantage compared to their non-disabled peers
- Taking reasonable steps in anticipation of the broad range of needs and requirements, not only of current, but future pupils. Provision needs to be 'anticipatory' not based on waiting until a child with a particular disability seeks admission to the school.
- Ensuring the maintenance of academic and other standards for pupils with a disability
- Taking into account the Health and Safety needs of disabled and other pupils within the school
- Reviewing practices and procedures on a continuing basis
- Ensuring that recruitment and retention of all staff reflects the legislation regards the rights of disabled adults.
- Maintaining an overview of consultation procedures and outcomes

15.) Accessibility Target Plan

Targets	Strategies	Outcome	Timeframe	Goals Achieved
To increase access to the curriculum for pupils with a disability	To ensure early identification of pupils with SEND	Graduated response being implemented early identifies children as needing additional support earlier	Dec 2025	Increased access to the curriculum
	To train staff on their duty under the Equality Act 2010	Staff training needs are identified and a plan is in place for their training	March 2026	
	To ensure that all staff understand that visits out of school must be accessible to all pupils	All children have the opportunity to go on of site visits with reasonable adjustments in place	Sept 2025	
	To train staff on the use of Welcomm to support the development of speech and language intervention	More children can access speech and language intervention across school	April 2026	
	Put an Assistant SENDCo in place whose responsibility is for the co-ordination of support for children who require speech and language intervention across school	Early identification of speech and language concerns are further improved and the response to these are co-ordinated in line with the graduated response	November 2025	

	To provide specialist equipment to promote participation in learning by all pupils	An audit of current resources and provision is carried out so that a purchasing plan is in place for buying equipment that is needed	Feb 2026 for inclusion in next budget Resources purchased April 2026	
To improve access to information to all pupils with a disability	To purchase widget for the whole school. To focus on the visual cues in the school environment, in classrooms and within resources that pupils use for their learning to ensure accessibility for children with a range of learning/behavioural/physical needs	Widget is used in: Visual timetables Labelling in classrooms and shared areas Worksheets and resources produced for children who would benefit from their inclusion	By July 2026	All groups within the school have equal access to opportunities
To continually review and the overall accessibility of the school site and make adaptations where possible.	Review needs of the children in our school annually. Explore with PDSS how the site could be adapted to increase accessibility.	School builds costings of adaptation into future budgets to ensure that the site is accessible for all.	Ongoing	All groups within the school have equal access to opportunities
To improve access to information about the school and their children to all parents	Adult education courses continue to be provided to support parents to help their children.	Improved communication in a wide variety of ways	Ongoing	All parents receive information. Even 'hard to reach' parents receive better

	<p>To ensure that half-termly newsletters keep parents informed of forthcoming events.</p> <p>To use the diary option on ClassDojo</p> <p>To ensure that additional letters are sent to dual home families</p> <p>To ensure that where possible, letters from school are made even clearer by use of pictures and diagrams.</p> <p>To ensure that parents who are unable to attend parents evenings/ parents meetings because of a disability are supported</p>			<p>quality information about children and the school.</p>
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18.) CONCLUSION

The West Park Academy is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to

deliver the right education for all pupils. On-going staff training is a priority in our responsiveness for the future.

