



Accessibility Policy and Plan

This policy will be monitored and reviewed in December 2020

Schools' duties with regard to accessibility for disabled pupils

Schools, Academies, Trusts and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the **Equality Act 2010**. The **Equality Act 2010** states:

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

We are committed to providing an accessible environment which 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.

Westbridge Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

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

The Accessibility Plan will contain relevant actions to:

- 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.
- 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, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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.

Westbridge Academy - Current Access to buildings and classrooms

Part of Building	Features
Ground floor of main building	<ul style="list-style-type: none"> ▪ All classrooms are accessible from the ground floor inside the building. ▪ There is the provision of a disabled toilet although this needs to be extended and refurbished. ▪ Corridors are wide enough for wheelchairs to be used. ▪ Doors have low fitted handles. ▪ There are two ramped fire exits.
Second floor of main building	<ul style="list-style-type: none"> ▪ All classrooms are only accessible by stairs and not wheelchair accessible. ▪ There is no disabled toilet on the second floor. ▪ All fire exits are via stairs.
Hall	<ul style="list-style-type: none"> ▪ Accessible from the ground floor, through corridors and doors wide enough for wheelchairs to be used. ▪ Fire exit directly from the hall is via a short set of steps.
Dining Hall	<ul style="list-style-type: none"> ▪ Accessible from the ground floor, through corridors and doors wide enough for wheelchairs to be used. ▪ Fire exit directly from the hall is via a short set of steps.
Playground	<ul style="list-style-type: none"> ▪ Access to front and back playground via a short set of steps or ramped exit. ▪ Access to Reception outdoor provision via ramped exit. ▪ Access to Nursery outdoor provision via ramped exit or short set of steps.
Main Reception and entrance to visitors	<ul style="list-style-type: none"> ▪ Accessible from front playground via a short set of steps or ramp. ▪ Front playground accessible from street via intercom and short set of steps. ▪ Front playground accessible from street at the beginning and end of the school day via a ramp.

Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objective	Current good practice	Actions	Person responsible	Timescale	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ▪ Our school offers a differentiated curriculum for all pupils. ▪ We use resources tailored to the needs of pupils who require support to access the curriculum. ▪ Curriculum progress is monitored for all pupils, including those with a disability. ▪ Targets are set effectively and are appropriate for pupils with additional needs. ▪ The curriculum is reviewed to ensure it meets the needs of all pupils. 	<ul style="list-style-type: none"> ▪ Make reasonable adjustments by purchasing auxiliary aids as required. ▪ Review and purchase curriculum resources that include examples of people with disabilities. 	Inclusion Lead	July 2020	<p>By July 2020:</p> <p>Auxiliary aids have been purchased as required.</p> <p>Age appropriate resources depicting positive images of people with disabilities have been purchased for EYFS, KS1 and KS2 pupils.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Ramps ▪ Corridor width ▪ Disabled parking bay ▪ Disabled toilets 	<p>We do not have any pupils on roll that have physical access requirements.</p> <ul style="list-style-type: none"> ▪ Monitor admissions documents to identify any pupils starting or changing school who will require physical access adaptations 	<p>Office Manager</p> <p>Inclusion Lead</p> <p>SENDCo</p>	On-going	<p>All admissions documents have been monitored to identify any pupils who require adaptations.</p> <p>Liaison with appropriate agencies has been implemented to aid early planning.</p>

Objective	Current good practice	Actions	Person responsible	Timescale	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<ul style="list-style-type: none"> ▪ Increase the use of symbols to improve access to written text, by purchasing 'Communicate in Print' ▪ Organise relevant staff training to ensure that software is utilised 	<p>Inclusion Lead SENDCo</p>	<p>July 2020</p>	<p>By July 2020:</p> <p>'Communicate in Print' Has been installed in at least one PC in the school and enables the production of symbol supported written materials.</p> <p>At least two members of staff have received the saved revariant training and can confidently produce symbol-supported written material.</p>