

Accessibility Plan

Approval Date – March 2025

Review Date – March 2026

It is the policy of the Governing Body that the school will meet our Disability Equality Duty and will comply, as far as is reasonably and financially practical, with legislation contained in the:

- SEN and Disability Act 2001
- Disability Discrimination Act 1995
- Equality Act 2010

Rationale

We aim to ensure that:

- Adults and students with a wide range of potential needs and requirements, including those with mobility impairments, sensory impairments, mental health conditions and medical conditions, are not treated less favourably for a reason that relates to their disability.
- All groups covered by the Equality Act 2010 are treated fairly and without discrimination
- The school makes reasonable adjustments in order to create an inclusive environment that promotes an equality of opportunity and removes barriers to learning in every aspect of school life.
- Where possible, access is maximised to all parts of the school, its curriculum and extra curricular activities, for all students, potential students, adults and members of the local community.

Related policies

- Special Educational Needs
- Equal Opportunities
- Curriculum
- Learning and Teaching
- Organising Educational Visits
- Staffing and Recruitment

Responsibilities

The **Governing Body** has the overall responsibility to ensure that there is compliance with this legislation, through reports provided by the SENCO and Business Manager.

The **Business Manager** will be responsible for site issues such as the monitoring of physical access and, where appropriate and reasonable, suggesting solutions to be considered as part of the school development planning process.

The **Headteacher** and **SENCO** will be responsible for ensuring the Curriculum meets the demands of this plan and that reasonable adjustments are made to support and proactively promote disability equality.

Implementation

Please see appendix 1. The plan will identify the accessibility issues for the academy along with strategies for improvement and target dates for completion. The plan will address both physical access issues and access to the curriculum. All strategies will need to be implemented mindful of resources available, and making reasonable adjustments.

Monitoring and Evaluation

The Governors' Business Committee will be responsible for the Accessibility plan. The Accessibility Plan will be discussed and monitored at both the Business Committee and the Learning and Teaching Committee.

Responsible

Business Manager
SENCO

ACCESSIBILITY PLAN

GOAL 1 – Improve access to the physical environment of the school				
Targets	Strategies	Resp of	Outcome/Goal Achieved	Timeframe
Ensure Accessibility plan underpins Estate Management	<ul style="list-style-type: none"> Business Committee to ensure Accessibility Plan is considered as part of all discussions relating to site developments 	SST	All plans are in line with Accessibility plan	on going
To ensure all aspects of physical accessibility needs are met wherever feasible.	<ul style="list-style-type: none"> Seek advice from professionals when considering building works. Ensure all works are completed in accordance with Building Regulations 	SST SST	Building alterations conform to regulations and best practice	On going
To make reasonable adjustments to facilities to accommodate students who wish to come to Westfield	<ul style="list-style-type: none"> Undertake visual surveys as appropriate for students with visual impairments Undertake auditory surveys for students with hearing loss Undertake surveys related to physical impairment for students that may use a wheelchair or have mobility needs 	SST	Removal of trip hazards Markings to stairs Visually enabling site Where possible install suspended ceilings to reduce echo	New Audit Planned for Sept 2025
GOAL 2 – Improve the delivery of written information to disabled students				
Children and parents to have improved access to school website	<ul style="list-style-type: none"> Include “alternative display/format” for disabled access to website. Install and inform parents. 	SST	Customisable website – e.g. font size, display. Information is shared with parents	Ongong
GOAL 3 – Increasing access for disabled students to the school curriculum				
Schemes of Learning and curriculum plans to identify range of provision for range of disabilities	<ul style="list-style-type: none"> All teachers take account of any students with disabilities in their classes and employ relevant strategies to support and engage them. Hearing impaired students use microphones provided by LA Provision of large font documents for visually impaired Teachers take account of disabilities in seating plan TA support to assist with accessing resources 	MR/Subject leaders/Team line managers	Students able to access curriculum	Ongoing
Staff capable of dealing with range of disabilities within school	<ul style="list-style-type: none"> Training provided to all staff on the range of disabilities and appropriate responses 	AZE	Staff training needs assessed and addressed regularly, particularly for new staff as part of induction procedures	Ongoing
Provide wider range of E-learning opportunities for all students with focus on ensuring that disadvantaged and vulnerable students are supported	<ul style="list-style-type: none"> Chromebook scheme Google classroom and Google workspace Subscription to online learning resources such as GCSE Pod and Impress the Examiner 	MR/ICT support/Subject leaders	All staff contribute to provision of differentiated resources dependent on needs of students	Ongoing
Teachers to have access to all essential student information on electronic mark sheets and safeguarding hyperlinks	<ul style="list-style-type: none"> Information easily accessible via Bromcom to staff (e.g. baseline data; using symbols – disabilities, IEP, CLA to be shown). IHPs sent to relevant teachers by JAC 	AZE/JAC	Available through Bromcom and AA Student Folders	Annually and updated as necessary