



THE WESTLEIGH SCHOOL
Aspiring & Achieving Together

Accessibility plan

Policy Originator:	T Kearns
Approved by:	Academy Council
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Audience:	All

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1. Aims

Schools 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our school vision: At Westleigh we aspire to fulfil our dreams & achieve with all our might. Together we tackle the barriers that may stand in our way.

The Westleigh School is an inclusive school. We believe that all students, including those identified as having a special educational need, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and they should be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We strive to develop an environment where all students can learn, participate and achieve the best possible outcomes and feel safe. This does not mean that we treat all students in the same way, but that we will respond to students in ways which take into account their varied life experiences and needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Westleigh School is an Academy as part of the Shaw Education Trust. The values of the Shaw Education Trust can be found on the school website at <https://www.thewestleighschool.co.uk>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>The school collects accurate and up-to-date data on the population of the school with disabilities (student and staff) at all times throughout the year. Students with disabilities have individualized management/support plans as appropriate. (e.g EHC, Educational Passport, management plan, health and care plan).</p> <p>An annual curriculum review takes place to ensure the curriculum is fit for purpose for all students within the school.</p> <p>Students across the Key Stages have an appropriate, differentiated and personalised curriculum to fit their needs.</p> <p>Within their teaching teams,</p>	To ensure the curriculum intent is having impact on students with disabilities.	<p>To increase the use of student consultations for students with disabilities.</p> <p>To review the curriculum of students with disabilities to ensure they receive a broad and balanced curriculum Inc. practical subjects unless specified via other agencies / professionals.</p> <p>To develop the pastoral tracking of students with disabilities</p>	<p>GJS</p> <p>PLS</p> <p>TKS</p>	<p>Ongoing</p> <p>July 2020</p> <p>July 2020</p>	Students with disabilities feel they can access the full breath of curriculum and wider school experience.

	<p>Heads of Faculty monitor students' progress, linked to a member of SLT, student data is analysed on an individual student level. Every child's progress is important the success of school, the data is used by Heads of Year monitor students' progress within their year group and discuss appropriate plans of support with Heads of Faculty where necessary</p> <p>There are guided choices for Y9 with disabilities students choosing KS4 courses. This includes discussions with students, parents, Heads of Faculty and SENCo, if necessary</p> <p>At KS4, the curriculum is increasingly personalised: students choose three options in addition to English, Mathematics, Science, PE and PSHE. The option plan increases our student's chances of achieving Progress 8 however students are not forced to choose subjects that do not interest them.</p> <p>Through whole school data and SEN specialist testing, students are identified for Access Arrangements (exam</p>		<p>(attendance, behaviour and exclusions).</p> <p>To ensure professionals are consulted wherever possible when designing management plans for students with disabilities.</p>	GJS	Ongoing	
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	<p>concessions) if there is an identified barrier to their future success.</p> <p>The Learning Support Centre (F8) and the Learning Mentors room support students further (usually with short term interventions), to access the curriculum if required.</p> <p>The school has an 'Orchard Provision' for students identified as requiring SEMH intervention for students with the greatest SEMH needs.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>We currently have students at school who are wheelchair users and they move around site well.</p> <p>Each building has a flat entrance into the building, collapsible ramps are available in the classrooms where there is a step up in the entrance.</p> <p>There are 2 designated disabled toilets.</p> <p>The school has 4 disabled parking spaces in the front carpark.</p> <p>The environment is adapted to the needs of students as</p>	<p>Continue to improve the site to ensure students with disabilities can access the entire site with ease.</p>	<p>Continue to liaise with OT services to ensure specialist equipment is purchased for students with disabilities.</p> <p>Complete an audit of the schools 'specialist' rooms to ensure reasonable adjustments are made to ensure those with disabilities can access the physical environment.</p>	<p>GJS</p> <p>GRS</p>	<p>Ongoing</p>	<p>Students with disabilities feel they can access the full breath of curriculum and wider school experience.</p>

	required.		<ul style="list-style-type: none"> - DT rooms -Food room -Sportshall -science labs 			
Improve the delivery of information to students with a disability	<p>The school seeks support from outside agencies to provide information in appropriate language and print for students or parents who have difficulty with standard forms of printed information.</p> <p>The school will make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.</p> <p>The school will, if the need arises, aim to provide translation or interpreter services.</p>	To ensure continues to evaluate how to provides information for students and parents with disabilities.	To involve parents and students with disabilities in consultations to ensure we are aiming to continually improve how information is shared.	GJS	Ongoing	Parents with disabilities feel they can access the full breath of curriculum and wider school experience.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

Audit completed by TKS/GRS 03.02.20

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Main Building	<p>The surface of the corridor is constructed on the same level as the outside gardens, therefore requiring a step with a rise of 180mm into the classroom. Access doors have a clear width of 800mm. This posed an access obstacle to a powered wheelchair unless it is left outside of the room resulting in possible miss-use or interference by others. A manual wheelchair however can be folded up and secured within the classroom safely. If the powered wheelchair is to be used, all access steps into classrooms accessed by the student this academic year and in subsequent years to be modified with a gentle slope. You will however lose a considerable amount of floor circulation area within the classroom and this will affect your gross area per classroom to accommodate a standard class size of 30 students. A tripping hazard will also be introduced due to the slope of the floor at the entrance to the door. Not recommended.</p>	No immediate action required		
Science Block	<p>Both science buildings have easy access into the building and all Labs. However, each lab is designed to a standard reflecting the construction of the building and Education Department specifications published pre 1990's. These</p>	No immediate action required		

	<p>building bulletins/guidance documents are no longer available. Modern building standards do not apply, as the building has not been significantly refurbished in recent years. The design of the Labs reflects their use by ambulant students. Therefore, there is insufficient storage space within the labs for a powered wheelchair, requiring it to be left in the corridor when attending the building. Careful sighting is required to ensure it does not become an obstacle in the event of an evacuation.</p>			
DT Block	<p>General access is good with only a minor lip on the floor sill at the entrance door to be negotiated. This building is of the same design period as the science buildings, therefore the available space within the workshops and food rooms needs to be considered carefully before the student is allocated to a teaching room.</p>	<p>Review the timetable to ensure students with disabilities are in small groups and are supported by appropriate adults.</p>	PLS	Ongoing
Sportshall and areas	<p>Access into the building via the corridor is good. However, access into the changing room via the foyer, is restricted in width and requires a sharp right hand turn into the Female changing room.</p>	<p>careful consideration of where to store the powered wheelchair during PE lessons is needed. This should not be within the Sports Hall as there is limited run off area available from the established PE sports courts.</p>	APL	Ongoing
J Block	<p>This building was constructed in 2016 to modern standards of construction access and offers teaching spaces for general studies type topics.</p>	<p>The door sill to the student entrance is raised from the level of the outside tarmacadam footpath, posing an uneven surface</p>	GRS	July 2021

		to a wheelchair surface. This can reasonably be raised to present a flat surface suitable for all building users.		
F Block	Access into the building and along the corridors is good. Each of the classrooms inspected on this visit is appropriate for a class of 30 students but has limited storage space within the room to park a powered wheelchair.	Review the timetable to ensure students with disabilities are in small groups and are supported by appropriate adults.	PLS	Ongoing
Outside areas	Circulation around the school and between the buildings is generally good with the Tarmacadam surface in a reasonable condition but uneven due to the natural settlement of the ground and fall of the surface to grids to drain surface rain water into the draining system, the slope of the surface should not pose any mobility difficulty for the powered wheelchair but would influence the direction of travel for a manual operated wheelchair user.	Consider the potential or re-surfacing the external areas.	GRS	June 2020