



Accessibility Policy and Plan

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

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

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.

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.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Willow Bank School community for students and prospective students who have a disability.

Principles

1. Not to discriminate against disabled students in their admissions and exclusions or the provision of education and associated activities
2. Not to treat disabled students less favourably
3. To take reasonable steps to avoid putting disabled students at a substantial disadvantage
4. To publish an Accessibility Plan

In performing their duties and formulating Policies Governors and Staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2014.

Willow Bank School fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age.

Willow Bank School also recognises and respects the right to confidentiality for parents and children. The School provides all students with a broad and challenging curriculum, differentiated, and adjusted in accordance with the needs of individual students and their own learning styles.

Actions & Provision

Increase access to the curriculum for pupils with a disability

- Our school offers a differentiated and appropriately adapted curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- A total communication approach is adopted across school. Advice from NHS and other Speech Therapy services is incorporated into classroom practice as required. Specialist communication aids can be provided when needed. This may include communication boards and PECS (Picture Exchange Communication System).
- Sensory needs are met in variety of ways, with a wide range of spaces and equipment available. A fixed climbing frame is available, as is a range of bikes, scooters, and sports equipment, including a trampoline (for use under the supervision of qualified staff) to encourage movement. All staff have recently received training from Occupational Therapy on the Seedlings and Teenage Sensory programmes.
- Willow Bank school is in the process of developing an extensive and accessible Forest School environment, with learning outside the classroom encouraged and facilitated for pupils. Forest school areas and outdoor space is adapted to ensure access for all on roll.
- Curriculum progress is tracked for all pupils, including those with a disability and targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed regularly to ensure it meets the needs of all pupils.

Maintain access to the physical environment

- The school building at Willow Bank School is a purpose-built, single storey building equipped with a variety of additional spaces including dedicated sensory spaces and 'calm' zones (cube/group rooms).
- All entrance doors and corridors comply with DDA regulations to ensure they are wide enough for wheelchair access.
- Automatic fire door closures are fitted to all doors
- Our reception area complies with DDS regulations, and the visitor reception desk is split height.
- There are accessible car parking spaces
- Toilets and changing room facilities are accessible.
- The site has controlled access by the use of key fobs to designated users.
- All classrooms have door locks fitted that enable pupils to exit freely but require a key or fob to enter from the corridors.
- Classrooms are equipped with suitable furniture to meet needs of pupils on roll.

Improve the delivery of information to pupils with a disability

- We aim to provide all written information in an easy-to-understand format.
- In the design and production of literature and information Willow Bank School will ensure that such publications can be produced in an alternative format when requested or required.
- Our school uses a range of communication methods to ensure information is accessible. This includes:
 - Electronic devices e.g., Reading pens
 - Large print resources
 - VI and HI team support
 - Pictorial or symbolic representations
- Written information provided for pupils in a learning context can be supplemented by visuals, including symbols or pictures, to aid understanding.

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 the governing body and the headteacher.

Links with other policies

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

- Health and Safety policy
- Equality and Diversity policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Access arrangements policy