



## Accessibility Plan 2022 to 2025

### **Vision and Values**

West Thurrock Academy is committed to providing an inspirational and enabling learning environment so all children develop an enthusiasm for life-long learning. Our ethos values pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to promoting a culture of inclusion, support and awareness within the school.

At West Thurrock Academy, we strive to remove barriers to learning for all pupils and expect all pupils to reach their full potential. We are especially ambitious for pupils who may have a disability. For these pupils, it is especially important that the school gives them a full range of opportunities to learn new skills and develop their talents.

The National Curriculum is a common entitlement for all pupils. All teachers have a duty to meet the needs of their pupils and this may require modification of the programmes of study. It is also a requirement that pupils have full access to additional opportunities that enhance the basic curriculum entitlement.

As a school, we are also committed in the widest sense to equality of educational opportunity for all. The school fully includes all pupils in school trips and activities. It is expected that every pupil will join in and may require support to do this.

### **Introduction**

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan shows how access will be enhanced for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the requirement to make reasonable adjustments to accommodate needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- ❖ Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils;
- ❖ Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary;
- ❖ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities in various preferred formats within a reasonable timeframe.

West Thurrock Academy will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments, as well as consulting with stakeholders when planning and undertaking future improvements and refurbishments of the site and premises. The school will take advice from outside agencies and experts when new situations regarding pupils with disabilities are experienced, to keep up to date with changes to legislation and good practice.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The Accessibility Plan shows areas for further development and how the school will address identified areas. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan has been drawn up to cover a 3 year period. It is reviewed every three years and approved by the Governing Body. The Accessibility Plan is monitored by the Headteacher and evaluated by the Governing Body.

### **Access Audit**

The school was built in 2009 and is compliant with disability related legislation. The school is a one storey building with wide corridors and several access points from outside. On-site car parking for staff and visitor includes dedicated disabled parking bays. The main entrance features a secure lobby and has been fitted with a low reception hatch. There are disabled toilet facilities available, one in the corridor outside the office area and one in the Reception wing of the school. All of these are fitted with a handrail. The school has internal emergency signage and escape routes are clearly marked.

## **Linked Policies**

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Evacuation Plan
- Equality Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy

# Accessibility Plan 2022 – 2025

## Aim 1: Increase access to the curriculum for pupils with a disability.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Objective	Strategies/Action	Responsibilities	Timescale
To ensure the school is aware of the access needs of disabled pupils, staff, governors, parents / carers and visitors.	To create access plans for individuals as part of the EHCP where required. Be aware of staff, governors and parent's access needs and meet as appropriate.	Headteacher SLT SENDCo	Ongoing
Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. CPD for staff. Monitor pupils to ensure significant progress is made.	All staff Subject leaders SENDCo	Ongoing
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	School to seek advice from experts and to follow DfE guidelines and requirements. Raise aware of disability equality via staff meetings, PSHE Lessons and assemblies.	SLT SENDCo All school staff	Ongoing
Ensure classrooms are optimally organised to promote the participation and independence of students where required.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases within the building.	Headteacher All staff SENDCo	As and when required
To liaise with Nursery providers to review potential intake for Sept 22.	Speak to Nurseries to identify pupils who may need additional or different from provision for Sept 22 intake.	SENDCo EYFS teachers	July 2022
Ensure the effective deployment of Teaching Assistants to support students'	Review needs of students within each class and staff accordingly.	Headteacher SLT	When required

participation.		Teachers	
Continually review the attainment of all SEN pupils and implement actions.	SENDCO/Class teacher meetings/Pupil progress meetings. Scrutiny of assessment and interventions. Regular liaison with parents.	Class teachers SENDCo	Termly
To monitor attainment of higher attaining pupils.	Imbed mastery and enrichment activities across the curriculum.	Class teachers	Ongoing Annually
To continue to closely liaise with parents.	Regular parental communication Termly reviews	SENDCo Teachers	Ongoing
To continue to closely liaise with outside agencies for pupils with on-going health needs e.g. Children with severe asthma, epilepsy or mobility issues.	Keep up-to-date with available outside provision. Ensure collaboration between all key personnel.	SLT SENDCo	Ongoing
Ensure annual review information is as accessible as possible.	Ensure EHCP reviews are shared and understood by relevant parties.	SENDCo	As and when required
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Make physical adaptations as required.	SLT Leaders of after-school clubs	Ongoing
Ensure that all school trips and residential visits are accessible for pupils with learning and physical disabilities.	Thorough planning Pre-visits Risk assessments	Headteacher Educational Visits Lead	Ongoing
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Comply with the Equality Act 2010 and follow all DfE guidance.	SLT Subject leaders	Ongoing
Ensure that the medical needs of all pupils are met fully within the capability of the school.	Conduct parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Child Protection Lead	Ongoing

**Aim 2: Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.**

Objective	Strategies/Action	Responsibilities	Timescale
Ensure any new building projects include features for disabled staff and pupils and fully comply.	Planning meetings with Architect when required and building compliance certificates where applicable.	Headteacher Architect Project Manager Building contractor	As and when new building projects arise
Improve access for pupils who may have difficulty moving around the school.	Ensure care plans are in place to support all pupils with mobility difficulties.	SLT SENDCo Parents	On-going
To ensure disabled parents have every opportunity to be involved with the school.	Utilise disabled parking spaces for disabled to drop off and collect children. Adopt a more proactive approach to identifying the access requirements of disabled parents.	All staff	Ongoing
To ensure all disabled pupils can be safely evacuated.	Ensure Personal Emergency Evacuation Plans (PEEP) are in place for all pupils with difficulties.	Headteacher Child Protection Lead	As and when required
All fire escape routes are suitable for all.	Make sure all escape routes have clear signs and instructions (where required)	Headteacher Site Manager	As and when required

**Aim 3: Improve the delivery of information to disabled pupils, staff, parents and visitors.**

<b>Objective</b>	<b>Strategies/Action</b>	<b>Responsibilities</b>	<b>Timescale</b>
To enable improved access to written information for pupils, parents and visitors.	Support parents to access information by completing forms for them. Offer support for parents who are illiterate in completing forms and using the internet.	Office staff SENDCo	As necessary
To ensure smooth transition of care for children with disabilities.	Transition meetings for new TAs who will provide 1:1 support. Home visits for Nursery and Reception pupils. End of year transition meetings with new teacher.	Class teachers SENDCo	As necessary Annually

We will endeavour to make every reasonable adjustment to ensure everyone can access all that West Thurrock Academy has to offer.