



Underwood West Academy

Accessibility Plan

Prepared by:	Adopted by Board of Directors
CEO and Principal	Spring 2023

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

This plan outlines how [Underwood West Academy](#) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The principal and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The Trustees will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The principal will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the principal and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Principal and the Trust will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Current Practice	Issue	What	Who	When	Outcome	Review
	<p>Visual timetables and prompts used.</p> <p>Computer support e.g. touch typing</p> <p>Access arrangements used for end of KS SATs to support accessibility</p> <p>Speech Therapist advice and support</p> <p>Occupational Therapist/physiotherapist advice and support</p> <p>Diabetes nurse – advice and support</p> <p>Sensory processing team advice and support</p> <p>Specialist furniture purchased for individual pupils</p> <p>Sloping boards provided</p> <p>Overlays provided</p> <p>All pupils access residential and visits with reasonable adjustments</p> <p>Staff receive appropriate training to address medical needs during</p>	<p>Review of current pupil's needs and appropriate staff training to meet those needs</p> <p>Review of Educational visits to ensure, where reasonable, the participation of all pupils</p> <p>To ensure the school continues to develop children's awareness of disability</p>	<p>Review the specific needs of pupils living with a disability.</p> <p>Advice and training from relevant outside agencies</p> <p>Specialist equipment to be purchased where necessary</p> <p>Risk assessments completed.</p> <p>Review all out of school provision to ensure compliance with regulations</p>	<p>Vice – Principal, Teachers SEND Manager</p> <p>Vice – Principal, Teachers SEND Manager</p> <p>Teachers /assembly leads</p>	<p>On going</p> <p>On going</p> <p>On going</p>	<p>All teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum. All pupils able to access all areas of curriculum with reasonable adjustments</p> <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislations and requirements</p> <p>People with disabilities are seen</p>	<p><u>Spring 24</u></p>

	<p>lesson time and increase accessibility Review of current pupils needs and appropriate staff training to meet those needs</p>	<p>Access to before and after school clubs</p>	<p>Plan visits and residential for 2023/24 to ensure accessibility</p> <p>Books relating to disabilities Assemblies- No Outsiders</p> <p>Ensure disabled pupils can take part in school clubs</p>	<p>Club leaders/outside agencies providing clubs</p>		<p>in a positive light- celebrate differences The children are educated with regards to equality and how to manage disability</p> <p>Children with any disability are not excluded from activities</p>	
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Planning duty 2: Physical environment

	Current practice	Issue	What	Who	When	Outcome	Review
	<p>Corridors all wheelchair accessible</p> <p>4 Accessible toilets across 3 buildings</p> <p>2 disabled parking bays</p> <p>Yellow lines on some kerbs and steps</p> <p>Blue lines on some outdoor equipment</p> <p>Automatic doors to main entrance</p> <p>Flat access to all 3 buildings</p> <p>Double width door access to all buildings</p> <p>Audit undertaken annually in relation to needs of individual; pupils</p> <p>Outdoor play facilities key</p>	<p>Review required of school's physical environment to ensure accessibility</p> <p>To be aware of the access needs of disabled children, staff, governors and parent/ carers</p>	<p>Annual audit of physical environment with particular regard to steps and ramped access / on-entry access including barriers and signing in systems</p> <p>To create risk assessments/personal evacuation plans for individual children where necessary</p> <p>To ensure parents, staff, visitors and governors can access key areas of the school</p>	<p>Trust facilities manager/principal/SEND manager/ Health and safety leads</p> <p>Site manager/ school business manager SEND manager</p>	<p>On going</p> <p>As required</p>	<p>Any accessibility barriers to the physical environment will be addressed</p> <p>Individual plans are in place and all necessary person's are aware of pupils needs.</p> <p>All stakeholders continue to have full access to all areas of the school.</p>	<p><u>Spring 24</u></p>

	stage 2 including accessible elements for all						
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Planning duty 3: Information

	Current practice	Issue	What	Who	When	Outcome	Review
	<p>Comprehensive website Coloured overlays provided as appropriate</p> <p>Coloured backgrounds used on smart boards as appropriate SAT materials adapted according to access arrangements for individual pupils</p>	<p>Review the availability of written material in alternative formats when specifically requested</p> <p>Review of the school website and accessibility to children with SEND</p>	<p>The school will make itself aware of the services available for converting written formats into alternative formats eg alternative languages, braille</p> <p>New website- Spring 2023</p>	<p>Principal/SEND manager</p> <p>Principal/SEND manager ICT Manager</p>	<p>On going</p> <p>Regular reviews</p>	<p>School can provide alternative formats for written information</p> <p>Website is fully accessible</p>	<p><u>2024</u></p>

	Large font and braille used for individual pupils Staff trained to support pupils with sensory impairments modifications suggested by external agencies implemented and reviewed on a regular basis						
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