



**West Row
Academy
Accessibility Plan
2022-2023**



WEST ROW ACADEMY

ACCESSIBILITY PLAN 2022-2023

At West Row Academy we want all children to enjoy school, to be challenged to achieve their best and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows West Row Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.
- Ensuring at all children access a COVID secure environment.

Contextual Information:

West Row Academy has been in its current location since 1874. The original Victorian largely single storey building accommodates: A teacher planning space, a server room, the archive room, the caretakers stores, the shower room, a Special Educational Needs office and Pastoral Support / Thrive intervention room, the deputy principal's office, The Early Years Classes and a year 1 learning

space, two disabled toilets, the EYFS toilets, the school office, the school hall, the staffroom, the principal's office a Year 3 and 4 classroom and a reprographics space. Access to the school house is via a coded door and pupils are only allowed access with adult supervision.

In the 1990's a single storey extension was built to provide two more classrooms, currently accommodating, year 2 and a year 3 & 4. There is also a group work space.

In 2011-12, another single storey extension was added to provide two further classrooms and an activity area and toilets. A disabled toilet is located in the area beside a year 3 and 4 classroom.

In 2017-18, a further single storey extension was added to accommodate four new classrooms, an activity / cooking area and a new toilet block which contains a further accessible toilet.

There is a portacabin on the playing field which currently accommodates year 1 learning. This is fully accessible via a ramp and has its own accessible toilet.

At present, we have no wheelchair dependent pupils, parents or members of staff.

We have a wide range of equipment and resources available for day to day use as part of Quality First Teaching. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Current range of known disabilities

The Academy has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum:

Improving teaching and learning lies at the heart of the Academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the Academy that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable, short term sanction and to ensure the safety of others or if the club was not run directly by the school and they deemed that a child's conduct prevented the club from running safely for the remaining children.

Target	Strategies	Time-scale	Responsibility	Success Criteria
<p>Increase confidence of all staff in ensuring the curriculum is accessible to all learners.</p>	<p>Be aware of staff training needs on curriculum access.</p> <p>Assign CPD for dyslexia differentiation and recording methods.</p> <p>Online learning modules if required.</p> <p>Tailored support for staff working to support specific aspects or making the curriculum accessible for all.</p>	<p>On-going and as required</p>	<p>SENCO</p>	<p>Raised staff confidence in strategies for differentiation.</p> <p>Increased pupil participation in learning and therefore better outcomes.</p> <p>Reduced exclusions for pupils with identified SEND.</p>
<p>Ensure classroom support staff have specific training on disability issues.</p>	<p>Be aware of staff training needs.</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required.</p>	<p>As required</p>	<p>SENCO</p>	<p>Raised staff confidence in strategies for differentiation.</p> <p>Increased pupil participation in learning and therefore better outcomes.</p> <p>Reduced exclusions for pupils with identified SEND.</p>
<p>Ensure all staff are aware of disabled children's curriculum access.</p>	<p>Monitor individual access plans for disabled pupils when required.</p> <p>Information sharing with agencies involved with child / families.</p>	<p>As required</p>	<p>SENCO</p>	<p>All staff aware of individual needs.</p> <p>Increased pupil participation in learning and therefore better outcomes.</p>

Use ICT to support learning	<p>Ensure access to software and hardware.</p> <p>Invest in new IT equipment to support the needs of specific pupils.</p>	As required	ICT	<p>Wider use of SEN resources in classrooms.</p> <p>Pupils with SEND accessing the curriculum more independently.</p> <p>Increased pupil participation in learning and therefore better outcomes.</p>
All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness.</p>	As required	Educational Visits Coordinator	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all	<p>Gather information on accessible PE and disability sports.</p> <p>Seek strong role models to support delivery and enrichment.</p>	Annually.	PE coordinator.	<p>All to have access to PE and be able to excel.</p> <p>Increased pupil participation in learning and therefore better outcomes.</p>
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<p>To create access plans for individual pupils as part of the Pupil Passport process when required.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process.</p>	<p>Annually as required</p> <p>Induction and on-going if required.</p> <p>Annually</p>	<p>SENCO</p> <p>Principal and induction lead</p> <p>All staff</p> <p>Principal and induction lead</p>	<p>Pupil Passports in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues.</p>
Layout of school to allow access for all pupils to areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required	Operations officer, Governors, Site supervisor	Buildings are usable by all.

Ensure signage and external access for visually impaired people in the new build.	Yellow strip mark step edges if needed.	Review Annually	Operations officer and Site Manager	Visually impaired people feel safe in school grounds.
Ensure all disabled pupils and staff can be safely evacuated.	Put in place personal evacuation plan (PEEP) for all pupils with difficulties. Develop a system to ensure staff are aware of their responsibilities.	As required. Each September	SENDco, Operations officer	All disabled pupils and staff working alongside are safe in the event of a fire.
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access (Except School House Upstairs). Egress routes visual check.	Ongoing and as required. Weekly.	Operations officer and Site Manager	All disabled staff, pupils and visitors able to have safe, independent egress.
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English. School office will support community to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Annually as required Induction and on-going if required.	Admin team, Principal and induction lead, All staff	All parents receive information in a form that they can access. Increased family participation in learning and therefore better outcomes.
Develop the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual Impairment	As required	Office	Excellent communication. Increased pupil participation in learning and therefore better outcomes.
Ensure staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information. Adapt the display policy to inform staff of accessible fonts.	On-going	SENCo	Staff create their own adaptations. All displays are in accessible fonts.
Annual Review Information to be as accessible as possible.	Maintain and embed child friendly Pupil Passport formats.	On-going	SENCo	Staff are aware of pupils' preferred methods of Communications. Increased pupil participation in learning and therefore better outcomes.

<p>Provide information in simple language symbols, large print, different language for prospective parents/carers who may have difficulty with standard English in printed format</p>	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure prospectus is available via the school website.</p>	<p>Annually</p>	<p>Admin team, operations officer, principal.</p>	<p>All can access information about the school.</p>
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