

Accessibility plan 2025 - 2028

West Croft School



WEST CROFT SCHOOL
Discover your leg★cy

Approved by:	West Croft Governors	Date: January 2025
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

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 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.

At West Croft we are committed to offering an inclusive curriculum to ensure that all pupils regardless of race, creed, gender, ability or disability make the best possible progress. We utilise a framework which enables us to analyse and adapt our arrangements to provide effectively for all of our students. This is linked with the School Improvement Plan by monitoring and evaluating the needs of groups and individuals and ensuring that progress for children with SEND is good or better.

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. We work with a range of external agencies as part of our ongoing provision for all pupils, for example the Occupational Therapy team to provide equipment and resources, or the Physical Disability and ICT team for ongoing advice and support related to physical disability.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- We offer a broad and balanced curriculum which meets the needs of a range of learners. - Our school offers a differentiated 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 - Curriculum progress is tracked for all pupils, through termly Pupil Progress meetings - Targets are set effectively and are appropriate for pupils with additional needs using a Graduated Response and through My Plans - We provide additional equipment to allow children to access the curriculum e.g writing slopes and pencil grips - We promote a love of the outdoors and all children access onsite Forest School provision with additional adult support if required		To ensure teaching is accessible to all To ensure a consistent range or approaches and resources across the school to support learners. To measure small steps of progress for children who may not be working at the same level as their peers. To ensure there is a plan, assess, do and review process to track progress and adapt teaching of appropriate. To ensure there are a range of strategies and resources to support children with additional or different needs.	Regular staff training e.g Universal Provision, ASD, SLCN Book looks and learning walks Termly Pupil Progress meetings. My Plan reviews and monitoring Use of Communicate in Print for visual aids and purchase of Nessy to support intervention	SENDCo/SLT SENDCo/SLT SLT SENDCo SENDCo/Assistand SENDCo	Ongoing	A range of strategies/resources to support all learners are evident in classrooms Children of all abilities make progress in their learning. Children with additional needs are identified early and appropriate support is put in place. Alternative ways of recording learning are evident in children's books/work. Consistent use of visuals is evident in all classrooms. Children have the equipment they need in order to access their learning.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking access • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Suitable equipment		To keep the physical environment accessible for all and monitor any changes to need. To purchase additional equipment/resources where required. To seek external agency support/advice when required To implement recommendations from all external professionals.	Purchase additional resources when required. Refer to outside agencies when required. External agency reports are used to improve access for specific children.	SEND team SEND team SEND team/staff	Ongoing	Children with physical disabilities can access the school site easily. Children with physical disabilities take part and make progress in all lessons. Children have appropriate equipment and resources so that they can access the curriculum. The health and safety of the school site is regularly reviewed and adaptations are made when required. Suggestions from external professionals are implemented.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils and parents/carers with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Video information • Text messaging and Dojo • Termly My Plan meetings for parents/carers of children in the SEND Register		To regularly monitor the accessibility of information through pupil and parent/carer feedback	Termly book looks /learning walks Annual audit of accessibility of parent communication Termly My Plan meetings with parents of children on the SEND Register	SENDCo/SLT SLT Class teachers	Ongoing	A range of communication methods are used to support children's learning. Parent/carers report that they can access all relevant information in a way that is accessible to them. Parents/carers are actively engaged in school life. Parents/carers attend My Plan meetings.

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 the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy