



## Accessibility Plan

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An academy within:



“Learning together, to be the best we can be”



# 1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people 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.

1.2. At The Willows we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. Our school ethos

The Willows strapline is "I can". Everyone is encouraged to be a leader and to take responsibility for their own learning. Everyone can achieve. Everyone is important and has a role to play.

The Willows provides an exciting, challenging experience for all our pupils and young people, and we ensure they develop the skills to fulfil their aspirations, exceed their own expectations and prepare for their life as an adult.

We strive for an atmosphere of mutual respect, where each individual is valued and listened to. Everyone has a voice. We actively promote high self-esteem and confidence for all. Risk taking is encouraged with the security and knowledge that we can learn from success and setback in a supportive environment.

We aim to be an integral part of the local/wider community where a sharing of skills and knowledge is a vital part of lifelong learning.

1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

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



## 2. Legislation And Guidance

- 2.1. This plan 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. This 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.
- 2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.
- 2.4. This plan complies with the funding agreement and articles of association.

## 3. Action Plan

- 3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

## 4. Monitoring Arrangements

- 4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

## 5. Links With Other Policies

- 5.1. This plan is linked with the following policies and documents:
  - Nexus Single Equalities Policy
  - SEND Annual Statement



- Health and Safety Policy
- Supporting Pupils With Medical Needs Policy



## Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Ensure fair and equal access to the curriculum for pupils with needs	Adapted curriculum  Tailored resources  Bespoke curriculum resources  Progress tracking  Appropriate targets  Regular review of curriculum	Ensure that regardless of academic, physical or emotional need every individual is able to access the curriculum offered.	Through the annual EHCP reviews ensure that individual needs discussed/highlighted are met through curriculum reviews to ensure it meets the needs of the cohort of children and young adults.	MH (and all subject leads)	Annually – Summer term	All children and young adults are making progress in relation to their needs and limitations.
Improve and maintain access to the physical environment	Amended door widths  Ramps  Disabled toilets and changing facilities	Ensure that all areas of the inside and outside spaces around school are accessible to those who are ambulant	Regular surveys of areas around school for accessibility. Ensure that corridors and entrances remain clear/accessible following guidance from Proactive	NJ/RB (Caretaker and Head teacher)	Regularly weekly checks	Safe access for all children, young adults and visitors in all areas of the school.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
		and non-ambulant.	(health and safety consultants). Ensuring that any areas that are developed follow guidance around accessibility for those who require walking aids/wheelchairs. Monitor those children and young adults who are new to The Willows and need personalised accessibility plans.			
Improve the delivery of information to pupils with a disability	The Willows uses a range of communication methods to ensure that information is accessible. This includes:  Internal signage Large print Induction loop Pictorial or symbolic representations	All information issued by the school aims to be user friendly.	Text messaging and emailing systems in place to ensure letters are sent home to families securely. For those families not using electronic devices written copies are sent home. However, parents and professionals encouraged to take up the offer of having communications sent	RB (All staff including business manager and office staff)	Ongoing	All parents and carers have access to important information and updates in a format they are confident with.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	Photographs Makaton signing and symbols (Communication in Print) Class Dojo		to them electronically. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.			