

Underwood West Academy Accessibility Plan

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Signed by:

Lauragones

Principal

Date: 04/09/2024

Aims of the Accessibility Plan

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 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 must 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.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

The governing board will undertake an **annual** Accessibility Audit.

The audit will cover the following three areas:

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

When conducting the audit, the governing board 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.

[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions.]

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</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</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</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><u>Spring 25</u></p>

	<p>with reasonable adjustments Staff receive appropriate training to address medical needs during lesson time and increase accessibility Review of current pupils needs and appropriate staff training to meet those needs</p>	<p>children's awareness of disability</p> <p>Access to before and after school clubs</p>	<p>compliance with regulations Plan visits and residential for 2024/25 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>People with disabilities are seen 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</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>Review of nursery environment by</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>Advice implemented from VI report</p>	<p><u>Spring 25</u></p>

	annually in relation to needs of individual; pupils Outdoor play facilities key stage 2 including accessible elements for all		specialist habilitation officer from VI team				
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Planning duty 3: Information

	Current practice	Issue	What	Who	When	Outcome	Review
	Comprehensive website Coloured overlays provided as appropriate Coloured backgrounds used	Review the availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written formats into alternative formats eg alternative languages, braille	Principal/SEND manager	On going Regular reviews	School can provide alternative formats for written information	<u>2025</u>

	on smart boards as appropriate SAT materials adapted according to access arrangements for individual pupils 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	Review of the school website and accessibility to children with SEND		Principal/SEND manager ICT Manager		Website is fully accessible	
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