



Westvale Park
Primary Academy

Accessibility Plan

REVIEW: Every 3 Years LAST REVIEW DATE: September 2025
Reported on annually – last reported on September 2025

Intent

Our schools will ensure that the culture and ethos are such that whatever the abilities and needs of the pupils, everyone is equally valued and treated with respect. The whole school community should have the opportunity to experience, understand

and value diversity. One of our school's core values is Diversity.

Definition of a Disability

'A person suffers a disability if he/she/they has 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.'

We will ensure that we do not treat disabled pupils less favourably.

We will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, (the 'reasonable adjustment' duty).

Aims and Objectives

Raise awareness of disability amongst the school community and plan to include all pupils in our work.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010, Regulations 2011. The Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. This Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents and staff of the school and will be reflected in other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the year ahead. The plan was updated to reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website. We understand that the LA will monitor the school's activity under The Equality Act 2010 (and Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional gender and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

Improve access to the physical environment of the school, adding specialist features as necessary; this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010, Regulations 2011.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Teaching & Learning Guides
- Equality Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour and Well-being Policy
- School Improvement Plan
- School Website and Vision Statement/Values

8. The Accessibility Plan for physical accessibility relates to the access audit of the school, which was undertaken by Headteacher, SENDCO, Site Manager and Surrey specialist team; and remains the responsibility of the Trust. It may not be feasible to undertake all the works during the life of Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of the reference for all Trustee committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010, Regulations 2011.

10. The school open events/tours will refer to the Accessibility Plan.

11. The Accessibility Plan will be published on the school website.

12. The Accessibility Plan will be monitored annually by the Headteacher, School Office Manager and a LAB member.

13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

CURRICULUM ACCESS

Target	Strategy	Outcome	Timeframe	Achievement
Ensure KS2 pupils working significantly behind peers in English and Maths receive appropriate support.	Establish internal Alternative Provision with bespoke literacy and numeracy interventions; review termly.	Pupils access curriculum at their stage, with accelerated progress and improved confidence.	Pilot form Easter 2025. From Sept 2025, reviewed termly.	Improved outcomes and narrowing of gaps.
Provide safe, structured spaces at playtimes for vulnerable pupils.	Improve 'Friendship Club' and quiet zones, train lunchtime staff. Introducing homework clubs.	Pupils feel safe, included, and supported; reduced social isolation.	Autumn 2025 onwards.	Improved wellbeing and positive social experiences. Reduce anxieties and family tensions over homework.
Ensure all staff are confident supporting pupils with hidden disabilities (autism, ADHD, dyslexia).	Annual training programme, updated with current best practice.	Staff able to adapt provision appropriately; increased inclusion and achievement.	Annual CPD programme.	Improved staff expertise and pupil outcomes.

THE DELIVERY OF WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement
Ensure school information is accessible to all families, regardless of language or literacy needs.	Launch website with translation function; publish newsletters online in accessible formats; annual parent survey with 'You said, we did'.	Parents access information in preferred formats; improved engagement with EAL and SEND families.	Sept 2025 onwards.	High parental satisfaction and engagement.

THE PHYSICAL ACCESS

Target	Strategy	Outcome	Timeframe	Achievement
Maintain and improve accessibility across the site.	Annual audit of site; maintain lifts/hoists; develop sensory-friendly spaces.	All pupils, staff, and visitors able to access facilities; sensory needs supported.	2025–2026, reviewed annually.	Inclusive, safe and accessible learning environment.