
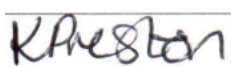




Policy/Procedure Name:	<b>ACCESSIBILITY PLAN</b>		
Last Update:	<b>August 2024</b>	Next Update Due:	<b>January 2026</b>

Author	<b>Alex Smythe</b>
Signature of Authorised Individual	
Signature of the Director	

## Introduction

Willow Park School is committed to providing equal opportunities for all pupils, regardless of their abilities or disabilities. Although independent schools are not covered by the law on additional support for learning, they are covered by equality law. This means that all independent schools have a legal duty not to discriminate against disabled pupils or treat them unfavourably. This policy outlines the school's approach to accessibility in terms of the curriculum, premises, and information.

## 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

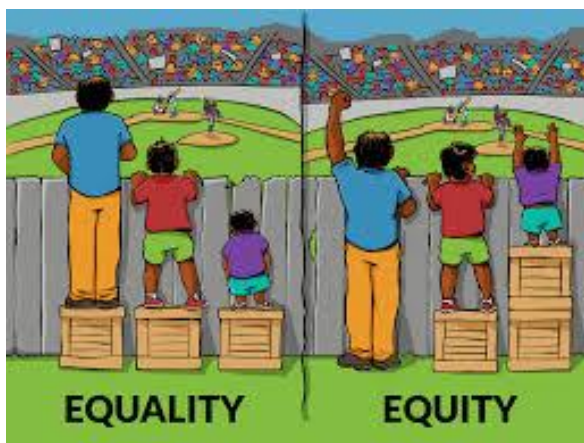
This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and SEND Code of Practice 2014.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.



## Equality Vs Equity



Whilst, at Willow Park, we understand our Equality duties, we provide equity to staff and pupils. Put simply, equality means treating everyone the same way, irrespective of factors such as status or identity. Equity, on the other hand, means **treating people differently in certain circumstances for equality of opportunity to be possible.**

Creating equity is important within society as it puts pupils on a more level playing field, leads to better social and economic outcomes across wider society, allows pupils to feel more engaged and looked after, and leaves staff feeling more confident that they're succeeding in their role.

### **The Definition of Disability under the Equality Act 2010 states that a person has a disability if:**

*'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'*

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.

### **Visions & Values**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Willow Park School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 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; This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural



## Willow Park School Policies & Procedures

---

activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness-raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The accessibility plan will be made available online on the school website, and paper copies are available upon request.

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.

### Legislation and guidance

Willow Park School is compliant 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### Curriculum:

- The school will ensure that the curriculum is accessible to all pupils, regardless of their abilities or disabilities.
- All pupils will be provided with the support they need to participate in the curriculum, including adjustments to teaching and assessment methods, materials, and equipment.
- The school will consult with pupils and their families to identify any barriers to access and will work to remove these barriers wherever possible.

### Premises:

- The school will ensure that its premises are accessible and usable by all pupils, staff, and visitors, including those with disabilities.



- The school will take steps to improve accessibility, such as installing ramps, providing accessible toilet facilities, and ensuring that doorways and corridors are wide enough for wheelchairs.
- The school will ensure that emergency evacuation procedures are in place for all pupils, including those with disabilities.

## Information:

- The school will ensure that information is provided in accessible formats, such as large print, audio, and electronic formats, to meet the needs of all pupils, including those with disabilities.
- The school will ensure that all information is available in accessible formats on its website and in other communications.
- The school will provide alternative formats, such as Braille or audio, upon request.

## Conclusion:

Willow Park School is committed to providing equal opportunities for all pupils, regardless of their abilities or disabilities. The school will continually review and update its approach to accessibility to ensure that it remains compliant with legislation and best practice.

## Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

## Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.



## Appendix 1 – Accessibility Action Plan

Accessibility Focus Area	What works well currently?	Accessibility Objective	Actions	By whom and when?	What will success look like?
Curriculum	<p>We have a broad curriculum which provides differentiation.</p> <p>The curriculum is reviewed regularly to ensure the curriculum is accessible to all.</p> <p>The curriculum provides opportunities for assessment to all children.</p>	<p>To increase awareness of disability in all children.</p> <p>To ensure the school is an inclusive environment in which difference and disability is represented in resources and the curriculum.</p> <p>All school visits and trips need to be accessible to all pupils</p>	<p>Review assembly rota for evidence of disability awareness.</p> <p>Review posters and displays around the school to determine an inclusive approach.</p> <p>Review curriculum plans to ensure that they are accessible for all pupils (using <b>equity</b> of opportunity)</p> <p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to individual pupils needs regarding visits and visitors.</p>	KP Dec 24	<p>Displays in the school have some representation of disability</p> <p>Children talk positively about disability.</p> <p>No incidents of negative language or experience related to disability.</p> <p>The school's offer is inclusive for all.</p> <p>All pupils have access to a broad and balanced curriculum.</p> <p>All pupils are able to access all school trips and take part in a range of activities</p>



Accessibility Focus Area	What works well currently?	Accessibility Objective	Actions	By whom and when?	What will success look like?
Premises	<p>We are set on the ground floor and fully accessible to those in wheel chairs.</p> <p>All corridors are wide and allow unobstructed access for wheelchair users.</p> <p>There is a permanent ramp to access the building and all doorways are level, allowing full access of the building. We have a disabled toilet and shower room.</p> <p>Disabled members of staff and visitors have a place to park in the car park with easy access to the gates into the school</p>	<p>To audit the premises annually and make recommendations/ improvements as necessary.</p> <p>To continue to ensure that individual pupils have the necessary equipment to aid their access to facilities, e.g. ramps, grab rails.</p> <p>To maintain outdoor surfaces to remove impediments to wheelchair users.</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.</p> <p>Check flashing beacons that signal fire alarm activation regularly</p> <p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>To conduct regular checks and complete audits to identify areas for improvement.</p> <p>To complete PEEP for all pupils and staff when necessary and implement any adjustments.</p> <p>Daily health and safety checks of the school and its surroundings.</p> <p>Ensure staff are aware of need to keep fire exits clear</p>	KP Dec 24	<p>The site remains compliant with legislation and any improvements are proposed/reported to governors.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p> <p>All disabled personnel and pupils have safe exits from school.</p> <p>There is a place for disabled members of staff and visitors to park throughout the school day.</p>



Accessibility Focus Area	What works well currently?	Accessibility Objective	Actions	By whom and when?	What will success look like?
Communication	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>➤ Use of appropriate technology within our IT structure.</li> <li>➤ Technology is purchased to meet individual needs.</li> <li>➤ Teachers present materials in appropriate format(s) for the pupil.</li> <li>➤ Clear and straightforward internal signage is used</li> <li>➤ Large print resources are available</li> <li>➤ Pictorial and symbolic representations are used in classrooms</li> </ul>	<p>Ensure that the most up to date/effective technology is deployed for individual pupils' needs.</p> <p>Ensure that items of SEND equipment are in good condition and available to all pupils who need them.</p> <p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within the classroom and around school with children who require specific equipment and adaptations.</p> <p>Communication with Parents</p>	<p>Directional and emergency signage reviewed and refreshed as necessary.</p> <p>Class-based staff to be aware of pupils' needs and how best to deliver curriculum topics/activities to them.</p> <p>Review technology and equipment that will support the learning of all children.</p> <p>Involve parents/carers in a review of our communication with them.</p> <p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENCO at any time.</p> <p>Parents meet regularly with SENCO to access further support and advice.</p> <p>Ensure that the annual report to parents of SEND is accessible and informative for parents.</p>	<p>KP Sept 23</p>	<p>Teachers are confident in their knowledge of how to present material to individual pupils with SEND</p> <p>Large print resources are available to meet pupils' needs.</p> <p>Stock of SEND equipment is in good condition and at an appropriate level.</p> <p>Parents and carers are well informed about the school and communication is strong</p> <p>Parents confidently contact SENCO for support and advice.</p>