

Accessibility Plan

This Accessibility Policy and Plan complies with current legislation and requirements as specified in the Equality Act 2010.

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

Definition of disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The purpose of our accessibility plan is:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the curriculum and the teaching & learning environment are accessible and suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

Monitoring and Review

This plan will be monitored through the relevant EAB Committees. This will happen as the Department for Education advises, every three years.

ACCESS TO THE CURRICULUM			
Priority	Strategy Action & Responsibility	Timescale	Status Check ☑ ☒
Continue to update training for teachers and support staff on different aspects of SEND and how to provide effective provision.	<ul style="list-style-type: none"> Establish training needs and implement appropriate training programmes as required. Staff Meetings and INSET - AO 	Ongoing.	
Ensure PE curriculum to be accessible to all.	<ul style="list-style-type: none"> Gather information regarding accessible PE and Disability Sports. Review PE curriculum to audit potential need across school. 	July 2015.	
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	<ul style="list-style-type: none"> Compliance with the Equality Act 2010 Leadership Team and Individual Subject Leaders. 	Completed by July 2015.	
Ensure that support staff receive appropriate training from professionals to enable them to deliver programmes to children with physical disabilities.	<ul style="list-style-type: none"> Review and improve whole school SEND systems and monitoring in school. Review the needs of children with specific issues ensure staff have the opportunity to attend all relevant training. 	Completed by April 2015. Ongoing.	
Access to the Physical Environment			
Ensure that all common areas of the school building and grounds are accessible for all children and adults.	<ul style="list-style-type: none"> Ensure there is always access to disabled parking Ensure that main pathways and routes are kept clear and are wheelchair friendly. Ensure that the pathways around the exterior of school are kept clear. 	On-going.	
Ensure that classrooms are optimally organised and that any additional equipment provided promotes the participation and independence of pupils and adults alike.	<ul style="list-style-type: none"> Review the classrooms its organisation and layout of furniture and equipment and make reasonable adjustments to ensure access for all. 	Completed by July 2015. Ongoing.	