

Accessibility Plan



Westgate C.P.
School

Inspire • Create • Learn

Version	Date	Author	Comments
1	May 24	R Kidd	
2	Mar 26	A Sawyer	

Date Approved:	March 2026
Approved By:	Rhonda Kidd (Headteacher)
Statutory Policy	Yes
Review Cycle	Annual

Contents

.....	1
1. Aims	3
2. Legislation and guidance	4
3. Action plan.....	5
4. Monitoring arrangements	8
5. Links with other policies	8
6. Accessibility Audit.....	8

1. 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

Westgate C.P. 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.

At Westgate, our vision of 'inspire, create and learn' is achieved through our 3 Golden Rules and our Learning Behaviours:

Golden Rules

- Be kind in what you do and say
- Follow instructions
- Look after our school

Learning Behaviours

- Pride
- Resilience
- Courage
- Teamwork

We will achieve this by creating a culture of learning built around enthusiasm and enquiry that is stimulating and enjoyable for both children and staff.

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.

Source Materials for the new plan

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children. This plan links with other important plans. They are:

- Equality Information and Objectives Policy
- Health & Safety Policy
- Intimate Care Policy
- Managing Medicines and First Aid Policy
- Special Educational Needs Policy

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Staff, Pupils and Governors.

2. Legislation and guidance

This document 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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions	When by	Who	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>School able to meet the specific requirements for each child with a disability.</p> <p>The EYFS team undertake home visits prior to most children joining the school – this enables staff to understand any access needs of children and their families.</p> <p>Good links with relevant agencies; children and families feel supported and know who to get information from.</p> <p>Annual reviews enable children, families and school to 'have a voice' and raise any concerns.</p> <p>Regular updates to staff training needs from SENDCO, Teacher of Deaf or other outside agencies as appropriate.</p> <p>Termly staff meetings on SEND (including DRB) and Behaviour</p> <p>1.7 ELSAs in school who access regularly training e.g., EBSA, bereavement etc.</p> <p>All school visits and trips are accessible to all pupils</p> <p>Learning Plan shared with support staff</p> <p>Curriculum resources include examples of Deaf characters</p>	<p>Ensure staff have specific training in disability issues and conditions</p> <p>Ensure disabled pupils can take part in extra-curricular activities</p> <p>Ensure curriculum resources include examples of people with disabilities</p> <p>Implement access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p>	<p>Audit of need and then investigate training opportunities as appropriate e.g., anxiety, NDD, Down Syndrome,</p> <p>Review all extra-curricular activities. Look at the needs of current children on record.</p> <p>Audit of the curriculum. Purchase resources that represent the school</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school – new or existing needs.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	<p>Audit completed Summer 2 2026</p> <p>Any necessary training completed in Summer/Autumn 2026 and then ongoing as needed</p> <p>Clubs ongoing</p> <p>PEEPS reviewed regularly and completed for pupils when needed</p> <p>Continue to purchase resources – ongoing as needed</p>	<p>SENDCO and ToD</p> <p>HT, DHT</p> <p>SLT</p> <p>GM</p> <p>SN / SM / SL</p>	<p>Staff have been trained and feel confident in supporting pupils with a disability to access the curriculum</p> <p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>A range of extra-curricular activities are offered to all pupils</p> <p>Resources in school reflect the school community and are more diverse</p> <p>PEEPs are prepared and reviewed as individual needs change</p>

Aim	Current Good Practice	Objectives	Actions	When by	Who	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes ramps, corridor widths, disabled parking bays, disabled toilets and changing facilities.</p> <p>Conference Room used for meetings and is accessible for all.</p> <p>Regular reminders to parents/carers about the disabled parking bays.</p> <p>Member of SLT monitoring parking at least twice a week.</p> <p>Personal evaluation plans in place for DRB and disabled pupils</p> <p>Personalised support for children with specific needs including designated safe spaces, sensory boxes etc.</p> <p>Colours used for displays are carefully chosen to help NDD children</p> <p>PEEPS in place for individual children</p>	<p>Be aware of the access needs of disabled staff, governors, pupils and parents/carers.</p> <p>All school staff to be aware of access issues.</p> <p>All disabled people can be evacuated safely.</p> <p>Ensure that there are enough fire exits around school for people with a disability.</p> <p>Ensure all fire exits are kept clear.</p>	<p>Use the weekly newsletter to remind parents/carers to let us know if they have any problems accessing the school site – circulate the relevant information to all staff.</p> <p>Liaise with pre-schools about children joining in the new school year.</p> <p>Continue to review and update personal evacuation plans for pupils/adults (annually)</p> <p>Regular checks of fire exits and corridors.</p> <p>Remind staff of expectations.</p> <p>Maintain access plans, PEEPS and risk assessments</p>	<p>Ongoing</p> <p>As required, with each new admission and/or employee starting</p>	<p>HT and SLT Admin Team All staff</p> <p>EYFS team SENDCO and ToD</p> <p>SENDCO and ToD</p> <p>HT Caretaker</p>	<p>School site continues to be accessible for all and staff are aware of any specific needs.</p> <p>Early Years team visit pre-schools and liaise with SENDCO/ToD to ensure the needs of all new pupils are met</p> <p>PEEPS reviewed regularly and updated as needed, then shared with relevant staff.</p> <p>Staff are ensuring corridors/fire exits are clear and reporting any issues to RK, AD or the caretaker.</p>

Aim	Current Good Practice	Objectives	Actions	When by	Who	Success Criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible, including internal signage, large print resources, pictorial/symbolic representations, coloured paper, talk pads, ipads, signers.</p> <p>Working walls to support learning in English lessons</p> <p>Focus on vocabulary – on display in pictorial form and definition. Referred to daily in English (IAACW) lessons and regularly in other subjects</p>	<p>Ensure pupils have the necessary resources to support their learning</p> <p>Develop child voice so that children can articulate what is going well and possible next steps</p> <p>Ensure that all staff are aware of the needs of identified children</p> <p>Ensure the school environment and curriculum is fully accessible to children and adults</p>	<p>Audit and purchase resources needed to aid communication</p> <p>RK/GM ongoing EEF Metacognition and Self-Regulation training to staff</p> <p>Review needs on an ongoing basis and make adjustments as necessary</p> <p>Review and update records as appropriate</p>	<p>Ongoing including staff CPD</p> <p>Induction for new staff</p>	<p>SENDCO and ToD Behaviour Lead and ELSAs</p> <p>RK and GM</p> <p>All staff</p> <p>All staff</p>	<p>All children are supported with the necessary resources to support learning.</p> <p>Teachers use the 'I do / we do / you do' strategy to model across the curriculum</p> <p>Pupils can articulate their thoughts, opinions.</p>
Aim	Current Good Practice	Objectives	Actions	When by	Who	Success Criteria
Ensure all families have access to information via newsletters	<p>Wide range of communication is used and offered to families including email, telephone, meetings, newsletters etc.</p> <p>Weekly newsletters emailed to parents and stored on website.</p> <p>The School App shared with parents and stores newsletters.</p> <p>Reminders sent out regularly to parents about events</p>	<p>Review access to information for parents</p> <p>Keep an update list of families who require a paper copy</p> <p>Ensure paper copies are given to relevant families</p>	<p>Annual data collection includes option for paper copies</p> <p>New joiners are added to the list</p> <p>Admin to print and name copies of letters/documents and passed to class teachers to give to parents</p>	Ongoing	<p>RK</p> <p>GM</p> <p>Admin Team</p> <p>Teachers</p>	<p>Parents are able to access any information sent out by the school</p> <p>Staff are aware of families who need a paper copies of correspondence</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- SEND policy and SEND Information Report
- Equality Information and Objectives
- Health and Safety Policy
- Supporting pupils with medical conditions policy
- Risk assessment policy

6. Accessibility Audit

See below

Basic Access Audit Westgate C.P. School (review Sep 27)

1=yes, completely. 2=almost, working towards the guidance, 3= partially, 4= not yet considered.

Section 1: Disability awareness/training	1	2	3	4	Comments
Do you provide disability awareness training to enable staff to understand and recognise disability issues?		x			Input in training days re DRB and SEN but this could be developed further to include a wider range of SEN needs
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?		x			Staff meetings for any new intake with particular requirements and CPD arranged where needed.
Section 2: How our school delivers the curriculum.	1	2	3	4	Comments
Do all staff seek to remove all barriers to learning and participation?		x			Lesson observations and behaviour plans show this to be good.
Is teaching appropriately adapted so that children and young people make good progress?		x			Progress for children with disabilities can be improved in some areas.
Are all children and young people encouraged to take part in music, drama and physical activities?	x				A good example is the DRB children who are part of the Royal Ballet programme. Also, their work with the Suffolk Archives Project. HAF activities and other events are inclusive.
Do staff provide alternative ways of giving access to experience for children and young people with disabilities who cannot engage in particular activities for example forms of exercise in physical education?		x			At the moment, no children have particular disabilities to prevent joining in daily PE so nothing else is in place.
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	x				School is very proud of being recognised for its strength in inclusion.
Are all the staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	x				There is use of additional staff to support in these situations as well as adaptation offered in tasks as appropriate such as templates etc.
Do you provide access to appropriate technology for those with disabilities?	x				Several children have use of iPads in class and class microphones used for DRB children. Some children have access to Talk Pads.
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	x				Alternative arrangements have been made for residential trips to ensure that all children can go

