



Inspire Education Trust

Together we achieve, individually we grow



Walsgrave
Church of England Academy

Accessibility and Disability Plan – Walsgrave

Policy Date: Nov 24

Review Date: Nov 27

Document History

Version	Status		Date	Author	Summary Changes
V1			Nov 21	R Darling	frequency of changes/ reviews
V2			Nov 24	D Sowerby	<ul style="list-style-type: none">• Updated processes• Identified where further communication now takes place• Accessing wider support from specialist provisions• Support for parents of children with SEND and improved communication.

Together We Thrive

“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future”. Jeremiah 29:11

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 and their families

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.

The 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, including but not limited to those provided by Coventry Local Authority. 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 pupils, parents/carers, staff 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. Monitoring arrangements

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

Area	Target	Actions	Lead Person	Time Scale
Participation	To ensure all pupils/parents/carers with disabilities are involved in relevant decision making	Collect views of the children and their parents/carers with SEND (Special Educational Needs and Disabilities) to make sure provision is matched to their needs and to ways to continue to improve.	Inclusion Manager	Annual meetings, or as required.
Management and Administration	To ensure that accurate pupil records are kept for pupils with a disability or SEND and are accessible within school and to parent /carers on request.	Pupil files on Arbor and CPOMs are updated and completed termly in detail in the SEN package.	Inclusion Manager Admin Team	September/ Ongoing
	All curriculum school policies are to include statements on disability and inclusion	As each aspect or subject policy is reviewed, a statement on equality of access should be added if it is not already present.	Subject Leaders Leadership Team	Ongoing review with timescale in policy schedule
	Provision Management further developed across the school.	To meet the needs of identified pupils and support staff are used effectively.	Headteacher Inclusion Manager	Termly
Admissions and Exclusions	To improve the induction process for pupils with SEND.	School Leaders/Inclusion Manager to visit feeder nurseries or take part in home visits for new children entering the school into Reception or Nursery.	Inclusion Manager	May/ June Ongoing
	Continue to develop and improve induction process for pupils with SEND	Arrange induction visits for parents/carers to meet with the Inclusion Manager, Learning Mentor and the class teacher to clarify needs and identify necessary provisions – write care plans where necessary.	Inclusion Manager	May/ June/ July Ongoing
School Self-Evaluation	To maintain a clear picture of the attainment of inclusion	Embed use of tracking grids to monitor attainment data of groups vulnerable to underachievement and measure the	Headteacher Inclusion Manager	Dec/ March/ June

	groups in relation to other children in the school and take actions to address underachievement.	gap between these pupils and the cohort. Where issues arise, additional actions will be planned for to redress the issue – these will be detailed in yearly action plans for 'Inclusion'.		Ongoing
	To consolidate the local offer and to embed within school.	Use the Special Educational Needs and Local Offer to ensure our provision is fully compliant	Inclusion Manager	Autumn Ongoing
Provision	To improve provision for pupils with a disability or SEN	Observe lessons across the school with a focus on inclusion – provide advice / training to staff as identified by outcomes of observations and discussion.	Inclusion Manager	October baseline
		Audit resources (teaching spaces, textbooks, reading material, posters etc.) available in the school to ensure that they reflect children represented in the school and in society as a whole.	Inclusion Manager, subject leaders	Autumn Ongoing as needs modify
		Continue to develop the 'Provision Map' to ensure that resources are updated and best matched to children with the greatest need, fairly across the school	Inclusion Manager	Sept/Dec/ March/ June
		Access support from specialist provisions as a part of outreach work to share examples of best practise to meet the needs of children with significant needs in reaching personalised targets within a personalised timetable.	Inclusion Manger/Class Teacher	Ongoing
	Ensure staff have the knowledge, understanding and confidence to support disabled pupils or those with SEN in accessing all aspects of school life	Updated training/briefings provided for those supporting children with the conditions found in our school (autism, dyslexia, sensory impairments, ADHD, dyspraxia, haemophilia, diabetes) and others as they arrive, and how children can best be supported in accessing all areas of school life. Provide both generic and bespoke training for all teaching staff in delivering effective in class provision and bespoke intervention.	Inclusion Manager to arrange (with outside agencies when necessary) Inclusion Managers	Termly training/Ongoing
Information	Improve communications with parents/carers.	Identify families who would benefit from enlarged text, translation or send electronically etc.	Inclusion Manager and Admin staff	Autumn term review each year

		<p>Make the school newsletters/prospectus/profile available in large print format or send electronically.</p> <p>Signpost parents to useful workshops/interventions that can be accessed through school or at home to help with day to day support where children have different needs.</p> <p>Increase communications and parent involvement in the sharing of personalised support plans when reviewing and setting targets throughout the year, but particularly during transition at the end of the school year.</p>		of who needs this/Ongoing
	Improve the quality and accessibility of signage around the school.	Ensure that signs displayed around the school are clear to read and where possible supported by pictures to support understanding for children & adults who struggle to read.	Inclusion Manager to monitor – all staff to address the issue	Ongoing over the 3-year period
Physical Access	Improve ease of access for all stakeholders	A focus of half termly site inspections	Estates Manager / SSO	Ongoing over the 3-year period
Review	To self-evaluate and review this accessibility plan and action any outstanding items	To self-evaluate success against this plan and all actions and incorporate any emerging actions. Report to SLT & Governors.	Inclusion Manager	Annually



Reviewed by:	Rob Darling Damien Sowerby	November 2021 October 2024
Senior Lead Review by:	Rob Darling	November 2024
Next Review Date:		October 2027
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Signed:



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