Westover Green Community School and Autism Centre
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# Westover Green Community School and Autism Centre

## Accessibility Plan

| Ratification table | |
|---|---|
| **Approved by:**<br>**LGC (Local Governing Committee)** | **Date:** |
| **Last reviewed on: 8/01/26** | **By: Jo Hale (Acting Headteacher)** |
| **Next review due by: 8/01/29 (or sooner as required)** | |

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## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Westover Green Community School and Autism Centre we have built a caring school community where we aim for every child to feel a sense of belonging and is supported to thrive. We believe that inclusion is not just about access—it's about relationships. Every child is valued as an individual and together, we create an environment where differences are celebrated, strengths are nurtured and difficulties are met with compassion and collaboration. Through strong partnerships with families, staff and the wider community, we aim to empower every child to grow and develop confidence for life and in learning.

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.

The school supports any available partnerships to develop and implement the plan. This includes working with the Access and Assistive Technology team at Somerset Council.

Somerset's SEND Local Offer

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

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

## 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 TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|---|---|---|---|---|---|
| Increase access to the curriculum for pupils with additional educational needs | • Our school offers an adapted curriculum for all pupils<br>• We use resources tailored to the needs of pupils who require support to access the curriculum<br>• Curriculum resources include examples of people with additional needs<br>• Curriculum progress is tracked for all pupils, including those with additional educational needs<br>• Targets are set effectively and are appropriate for pupils with additional needs<br>• The curriculum is reviewed to make sure it meets the needs of all pupils | To develop and maintain inclusive quality first teaching (QFT) and inclusive teaching and learning practices<br>To provide and embed the use of supportive resources in all lessons to benefit individual pupils and staff, including the use of technology | Coloured paper/ font, copy, sizes, digital versions of resources etc., will be made available to children and parents with specific needs as required.<br>Children and parents with visual impairments or dyslexia will be able to access information and resources needed in alternative formats.<br>Learning plans will be written to reflect the use of additional provision required.<br>Scaffolds and other high quality adaptive practices are embedded.<br>Use of technology to aid access and learning.<br>Learning walks to monitor. | SENCO, SLT, CT and support staff | Summer 2026 | All pupils and groups of pupils including SEND pupils make good progress from their relative starting points.<br>Staff are confident to identify and support children with additional learning needs.<br>Staff complete appropriate procedure in line with SEND policy when identifying pupils with additional needs. |

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| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:<br>• Ramps<br>• Elevators<br>• Corridor width<br>• Disabled parking bays<br>• Disabled toilets and changing facilities<br>• Library shelves at wheelchair-accessible height | To ensure reasonable adjustments are made for pupils with a disability, medical condition or other access needs to evacuate the site safely.<br>To ensure that all reasonable adjustments are made for pupils with medical needs and personal care to fully access their education. | Liaise with external agencies (OT)<br>Identify evacuation routes from various places around site.<br>Write Personal Evacuation Plans (PEEP)<br>Identify training needs and implement where needed.<br>Write/update Health Care Plans (HCP) and Intimate Care Plans (ICPS).<br>Personalised risk assessments (RAs) and access plans | SENCO, Class teachers/TAs of individual children with PEEPs and RAs. | April 2026 | All HCP, ICP, PEEPs and RAs are all in place and fully accessible and used by all involved |

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| Improve the delivery of information to pupils with a disability | Explain your school's approach here. Example:<br><br>Our school uses a range of communication methods to make sure information is accessible. This includes:<br><br>• Internal signage<br>• Large print resources<br>• Braille<br>• Induction loops<br>• Pictorial or symbolic representations | To ensure children have a suitable means of communication to fulfil their needs and full potential.<br><br>To provide parents and carers with information to support their child at school.<br><br>To provide information to parents and carers about Special Needs Provision To make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. | Total communication training Widget Training for staff Print around school uses pictures alongside words<br><br>Parent workshops are advertised and presented in multisensory ways.<br><br>SEND support meetings three times a year.<br><br>Review all current school publications and available in different formats when specifically requested | SENCO, SLT, CT and TAs | April 2026 | Pupils communicate their needs appropriately.<br><br>Parents/carers consistently able to access school site.<br><br>All pupils and groups of pupils including SEND pupils are enabled to make good progress from their relative starting points with parental support.<br><br>Day-to-day information is accessible on website, newsletter and is up to date and easily accessed |

## 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 Senior Leadership Team.

It will be approved by the headteacher.

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Designated Teacher for Looked After Children policy