



Accessibility Plan

Author/Reviewing member of staff	Mrs D Evans
Date updated	Autumn 2025
Reviewing Committee	Full Governing Body
Date Policy Approved	11 th December 2025
Date of next review	Autumn 2026



Contents

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

Aims

Under the Equality Act 2010, Part 4, the Accessibility plan for Westacre Middle School has three key duties. These include the need 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.

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 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education which is available locally.

Westacre Middle School welcomes and seeks supports from any available partnerships or stakeholders to develop and implement their Accessibility Plan.

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.

We have included a range of stakeholders in the development of this accessibility plan.

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.

School Vision and values

Westacre Middle School is an inclusive school where we focus on the well-being and progress of every child and where we work to ensure all members of our community feel welcome, secure and valued.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which pupils may face. We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life. We are committed to giving all of our children every opportunity to achieve the highest of standards. Inclusion underpins all of our school policies.

We are proud that as part of our approach to Inclusion we have been designated a Centre of Excellence by the Inclusion Quality Mark for the academic years 2022/23 2023/2024 2024/2025. We have also been assessed by IQM to be recognized as a FLAGSHIP School and are currently awaiting the outcome of this.

Action plan

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

1.	Increase access to the curriculum for pupils with a disability
Current Practice	The school offers a bespoke and adapted curriculum for all pupils which is broad, balanced and focuses on 3 main drivers, Aspirations, Communication and Diversity We use resources tailored to the needs of pupils who require support to access the curriculum Children with additional needs are supported with bespoke provision in support groups to focus on key areas of the curriculum which are relevant to their learning needs Our Support for All strategy targets learning support as part of wave 1 and 2 provision Classroom environments have resources to enable children to access the curriculum Classroom resources support the additional needs of children and may include the use of technology, overlays, coloured paper, enlarged texts, ear defenders, wobble cushions and writing slopes The school library has dyslexia friendly books and a range of books to suit all children at their levels of reading Non-fiction books in the library to promote diversity A suite of interventions to support children with their needs, from Speech and Language to fine and gross motor skills Calm chairs and sensory boxes in all classrooms Curriculum progress is tracked for all pupils to ensure all children make good progress from their starting points All children are aware of aspects of their learning that they are trying to improve as a result of high-quality oral feedback. All programmes to support long term absence for children with medical needs Liaison with outside agencies where appropriate, eg. Physical Disability Outreach Team and the Hearing Impairment and Visual Impairment Teams Access arrangements in place to address the needs of all pupils Additional groups in each year groups to support children with SEND enable us to develop a bespoke curriculum matched to learning needs The Creation of the “Hub” A self-contained learning space located within the school grounds but separate from the main site, is designed to support pupils with social and emotional needs. It offers a calm, adaptable environment that helps reduce barriers to learning while maintaining a strong connection to the wider school community. The creation of this bespoke learning space for targeted pupils in each year group to support during the teaching of the core curriculum is beginning to offer tailored small group support for those significantly below age-related expectations, aiming to improve outcomes and facilitate reintegration into mainstream classrooms.
	Further Objectives /actions - SDP Priority 3: continue to develop adaptive teaching practices, which ensures bespoke provision and personalised learning (2024/25) Ensure consistency in adaptive teaching approaches across the curriculum with a focus on the foundation (SDP p2. 2025/2026) - Ensure Inclusive practices enable all children to access the classroom (SDP p3. 2025/2026)

	3. Develop provision to remove barriers to success for targeted groups of children with disadvantage (SDP p4. 2025/2026) 4. Further development of the curriculum and environment with The Hub to meet the needs of pupils who require an alternative form of learning to the mainstream class. 5. Develop further awareness across the whole to staff to ensure that accessibility is considered for any extra-curricular club or visits.
2.	Improve and maintain access to the physical environment
Current Practice	Small lift in reception Large downstairs area with designated learning spaces Corridor width to allow wheelchair access Disabled parking bays Disabled toilets and changing facilities Height adjustable tables where appropriate Most specialist rooms are on the ground floor apart from the Computing room- however vast amounts of mobile technology are available in the classrooms New school minibus has wheelchair access Evacuation plans are in place for identified children, including the use of identified support adults General evacuation plans are available for visitors with disabilities Pull cord installed into the disabled toilets for emergency use Low stimulus areas available within the school environment to support pupils with SEND i.e.; ADHD / ASD Creation of 3 separate teaching areas: The pod, Lodge and Studio have created welcoming, purposeful and bespoke learning spaces for children with SEND allowing them to achieve success with a curriculum shaped to meet their needs. Refurbishment of The Hub as a welcoming learning space for children designed to support children with social and emotional needs
	Further Objectives /actions 1. Continue to develop and improve the purpose of bespoke learning environment for those children who find it hard to access the curriculum from a SEMH and SEND learning perspective. 2. Improve the accessibility of stairwells throughout the school site
3.	Improve the delivery of information to all stakeholders

Current Practice	Enlarged worksheets and larger squares / spaces Coloured overlays PASTEL-COLOURED paper and books Hearing Loops Internal signage Large print resources Braille Induction loops where relevant The school website offers a translation option Modified test papers where required
	Further Objectives /actions 6. To gather information from all stakeholders to ascertain how their needs and preferences can be met

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 SLT with final approval from the FSP Committee

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



Headteacher: Mrs D M Evans