



**ASPIRATIONS**

**Park Academy West London**

# Accessibility Plan

# Statement of intent

This plan outlines the proposals of the local advisory body of Park Academy West London to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment if the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The local advisory body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors/AAT
- External partners

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## Signed by

**Principal**

**Date:** \_\_\_\_\_

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**Chair of Governors**

**Date:** \_\_\_\_\_

**Next review dat** \_\_\_\_\_

# Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Some staff members do not have the skills to differentiate for students with SEN.	Whole staff training on differentiation.	SENCO / Teachers	18 <sup>th</sup> November 2019	Learning walks demonstrate that teachers are differentiating for SEN students.	Week of 2 <sup>nd</sup> December 2019.
<b>Medium term</b>	Some staff members are unaware of specific needs of individual SEN students.	Student specific training & training for external agencies working with individual students.	Teachers / SENCO	3 Thursdays per half term TBD	Learning walks demonstrate staff members are differentiating for specific needs of	Week of 13 <sup>th</sup> January 2020.
	KS4 students are not using their access arrangements and reasonable adjustments as a	Students	Teachers / SENCO / ICT	6 <sup>th</sup> January 2020	KS4 students to use extra time in mock examinations, and those with laptops to be using	6 <sup>th</sup> January 2020.

	normal way of working.				them in writing based subjects.	
<b>Long term</b>	Some staff have difficulty accessing SEN information on inclusion data.	One Page SEN Profiles made for individual SEN students.  Differentiation checklists that focus on SEN are distributed by class.	Teachers, SENCO, Assistant-SENCO	All profiles and checklists to be implemented by Term 3.	Learning walks and line manger observations demonstrate that teachers are differentiating for SEN students.	24 <sup>th</sup> June 2020

## Planning Duty 2

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Alterations to the layout of the main entrance to the school and parking arrangements has meant a relocation of disabled parking areas	Designate specific areas for disabled parking only at the front of the main building	Premises Manager	Spring Term 2018	To provide designated parking areas for disabled drivers	Summer 2018
<b>Medium term</b>	There are no Brail or illuminated signs in the academy for pupils with visual impairment	Brail or illuminated signs to be fitted to learning areas	Business Manager & Premises Manager	Summer 2018	Learning environment is accessible to pupils with visual impairments.	Winter 2018
<b>Long term</b>	The academy has very few height adjustable tables that are suitable for wheelchair users	The academy will need to purchase height adjustable tables to cater for wheelchair users	Business Manager & Premises Manager	Winter 2018	To provide accessible tables for wheelchair users	Spring 2019

## Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Some SEN students are not aware of the interventions available to them.	Intervention leaflet to be distributed to parents and invitations for specific interventions to be distributed to parents.	SENCO & Assistant-SENCO	Bi-annual & Annual Reviews	Students attend interventions and gain independence in choosing interventions that suit them.	Spring 2020
<b>Medium term</b>	Some SEN students have difficulty recording and remembering relevant school information.	Organisation interventions to be run in Form Time.	SENCO	Every two weeks from 6 <sup>th</sup> January 2020.	Students are independently recording school information.	Summer 2020

<p><b>Long term</b></p>	<p>Some parents do not attend SEN review meetings, meaning students are unable to ask staff key information.</p>	<p>Students with parents who have not attended are given the opportunity to have a meeting with a member of the SEN team within school hours.</p>	<p>SENCO</p>	<p>Implemented by Autumn Term 2020</p>	<p>All SEN students have a SEN review meeting.</p>	<p>Winter Term 2020</p>
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