Accessibility Plan

Park Academy West London

Version control	
May 2024	Reviewed and updated; roles and responsibilities added, section 5 removed and included in section 2
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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 disabled pupils can participate in the curriculum;
- Improve and maintain 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.

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. We are an inclusive school and aim to ensure that appropriate and reasonable adjustments are made to the curriculum and the physical environment to ensure that all pupils are able to thrive within our academy.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Provide appropriate support and provision for employees with disabilities 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 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 and will work with the Aspirations Regional Facilities Manager and the Local Authority SEND department to support this.

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, including the facilities Central Team, The Health and Safety Officer, students, parents and staff of the Academy.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

This plan complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will be responsible for:

· Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
· Approving this plan before it is implemented.

· Monitoring this plan.

The Principal will be responsible for:

· Ensuring that staff members are aware of pupils' disabilities and medical conditions.
· Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
· Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
· Working closely with the governing board, Trust and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

· Working closely with the principal and governing board to ensure that pupils with SEND are appropriately supported.
· Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the principal in relation to those needs as appropriate.

Staff members will be responsible for:

· Acting in accordance with this plan at all times.
· Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
· Ensuring that their actions do not discriminate against any pupil as a result of their disability.

4. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
We provide the same ambitious curriculum for all pupils, in line with the Ofsted EIF and Equality Act 2010. Teachers adapt teaching responsively rather than dilute content, ensuring access without reducing challenge.	Current practice includes: ● Clear routines and structures (consistent lesson structure, silent reading, tight transitions) to reduce cognitive load. ● Explicit instruction and regular checks for understanding, supported by retrieval practice and explicit teaching of key vocabulary. ● Purposeful use of support staff to promote independence, not dependency. ● Consistent scaffolding (sentence starters, writing frames, visual cues) to ensure	Short-Term: Ensure all Class Profiles and seating plans include key adaptive strategies for pupils with SEND. Reinforce consistent routines and explicit instruction through CPD and QA. Share SEND information with parents and carers clearly to strengthen home–school partnership. Medium-Term: Strengthen adaptive teaching across departments through CPD, learning walks and co-planning.	Short-Term Actions: Complete Class Profiles and seating plans using adaptive strategy templates. Provide brief CPD on adaptive teaching (explicit instruction, targeted teacher behaviours, scaffolding, reducing cognitive load). Share SEND information with parents and carers and clarify available support. Medium-Term Actions QA focus on inclusive: teaching: book looks,	Curriculum Leads, Classroom teachers, SLT & SENCo	End of Term 1 End of Term 2	Every teacher maintains an accurate Class Profile and seating plan that informs adaptive teaching. Lesson visits and book looks show that SEND pupils can access the same curriculum end points as their peers. CPD must be sequenced and revisited, and lead to observable changes in practice: increased use of scaffolding, explicit

	disciplinary access and participation. ● Class Profiles and seating plans used to inform adaptive strategies and focused teacher behaviours. ● Quality assurance cycles monitor inclusivity and impact across subjects, informing CPD and practice.	Develop scaffolding and live marking to support understanding without lowering challenge. Long-Term: Embed inclusive teaching as standard practice in every classroom, not as individual strategy. Ensure all curriculum areas demonstrate access to the same ambitious end points for pupils with SEND. Use QA, data and pupil voice to evaluate impact and adapt provision annually.	drop-ins and co-planning reviews. Middle leaders are held accountable through curriculum reviews and SEND-specific QA prompts. Introduce Class Profile Adaptive Strategies sheet as a standing part of planning and transition. Long-Term Actions: Embed adaptive teaching as the default expectation in all subjects. CPD on adaptive teaching will be revisited through sequenced training and evaluated via QA to evidence sustained changes in practice. Review and refine SEND provision annually using data, pupil voice and staff feedback. Ensure curriculum reviews explicitly		July (annual review)	instruction and live feedback. Intervention tracker shows measurable impact (pre/post data and teacher reports). Pupil voice indicates improved understanding, independence and confidence. Parent and carer engagement increases (e.g. attendance at meetings, proactive contact). SEND is considered at the point of curriculum design, not only through classroom adaptations, ensuring equity of access to ambitious end points

			evidence access to the same ambitious outcomes for SEND pupils.			Annual data review shows improved progress and reduced dependency on adult support.
In line with the Equality Act 2010 and the current Ofsted framework, the school adapts its physical environment to meet the needs of pupils with disabilities so they can move safely and participate fully in school life.	Existing provision includes: ● Wheelchair-accessible ramps and widened corridors ● Designated disabled parking bays ● Accessible toilets and changing facilities ● Library shelves positioned at wheelchair-friendly height. These adaptations are reviewed through site walks, risk assessments and pupil voice to ensure they remain appropriate and effective.	Short-Term (Within 6 months): Complete an audit of current physical accessibility, including pupil voice and staff feedback, to identify any immediate barriers to movement or safety. Clearly signpost all accessible routes and facilities across the school site. Medium-Term: Implement any necessary adjustments identified in the audit (e.g., signage, furniture layout, door access, classroom seating). Staff receive guidance on how to arrange	Conduct an accessibility audit of the school site, including pupil voice and input from the SENCo and site team. Produce a simple accessibility map with clearly signposted routes and key facilities. Review classroom layouts and furniture arrangements to ensure wheelchair access and appropriate seating for pupils with physical or sensory needs. Implement any necessary adjustments identified in the audit and monitor impact through QA visits and feedback. Schedule an annual review of physical accessibility as part of	SENCo & Site Manager, CLs and SLT	End of term 2 End of term 2 End of term 2 Annually (Summer Term)	Accessibility audit is completed and informs clear, actionable priorities. Accessibility map and signage are in place and used confidently by pupils and staff. Fire evacuation and risk assessments explicitly account for pupils with SEND Classroom layouts enable access for pupils with mobility or sensory needs without additional adaptation.

		learning spaces to support pupils with physical or sensory needs. Long-Term: Ensure accessibility considerations are embedded into all future site planning, room allocation, and capital works. Establish an annual review process so adaptations remain effective and are responsive to changing pupil needs.	the school's site development cycle.			Any new building works or room allocations show evidence of accessibility being considered at planning stage. Annual review identifies improvements and confirms that provision remains appropriate to current pupil needs.
To improve the delivery and accessibility of information for pupils with SEND and their parents and carers, ensuring full participation in school life in line with the Equality Act 2010 and the Ofsted EIF (2025) focus on inclusion and communication.	Current Provision Includes: Large-print resources and adapted presentations for pupils with visual impairment. Tailored support for parents and carers who require assistance with reading or written communication. Clearly signposted directions across the school site to support pupils who struggle with navigation.	In the short term, we will raise awareness of the SEND team and available support by sharing targeted information with parents and carers. In the medium term, we will teach pupils strategies for recording and organising information so they can follow	To support pupils and families in accessing information effectively, the inclusion team will send targeted communication to parents and carers of pupils with SEND, outlining available support and how to access it. Interventions will be established for pupils with identified needs	SENCo, CLs, SLT	Termly	Parents and carers of pupils with SEND report increased understanding of available support and know how to access it. Students at intervention can explain and demonstrate strategies for

	The explicit teaching of tier 2 and tier 3 terminology, supported with visual cues in lessons as appropriate, to strengthen understanding.	instructions more independently in lessons. In the long term, our objective is to make sure that all written and verbal communication, including lesson materials, signage, letters home and classroom resources, is accessible to pupils with additional needs as standard practice, not by exception.	such as dyslexia, ADHD or other learning difficulties that affect memory and planning; these sessions will explicitly teach strategies for recording and organising information so that students can work more independently in lessons. Across the year, teaching staff and curriculum leaders will review lesson materials, signage and written communication to ensure they are accessible to pupils with SEND as standard practice. The SENCo will monitor impact through lesson visits, staff feedback and pupil voice, ensuring that successful strategies are shared and sustained.		Termly Yearly	recording and organising information. Lesson observations and book looks show that pupils with SEND are able to access learning materials independently and without excessive adult prompting. Teaching staff routinely adapt communication (e.g., resources, instructions, questions) to meet identified needs. Pupil voice indicates that learners with SEND feel more confident in navigating school life and understanding

						classroom expectations. Evidence of inclusive communication appears consistently in QA cycles and curriculum documentation.

4. 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 Executive Operational Board.