

Academy Policy

Accessibility Plan

CEO approval:	Sean Kelly	
Last reviewed on:	Spring 2025/26	
Next review due by:	Autumn 2026	

Contents

1.	Visions and Values.....	3
2.	Purpose of the plan.....	4
3.	Monitoring arrangements.....	4
4.	Action Plan	5

1. Visions and Values

1.1 Through partnerships with local communities, Westbury Academy will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident pupils. We will ensure that all our pupils, including those with a disability, aspire to the highest of standards, are economically aware and make a positive contribution to the wider world. To enjoy and access a balanced, rigorous and inclusive curriculum through which pupils learn effectively, the staff, trust and governance aim to work with the wider school community.

- a) Promote equal opportunities for all as an inclusive school, regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- b) Set high standards and targets for all pupils, including those with a disability.
- c) Provide a safe and secure learning environment for all pupils.
- d) Develop pupil collaboration and independent learning opportunities.
- e) Make sure that all pupils are happy and fulfilled with positive self-esteem.
- f) Equip all our pupils with the necessary life-skills and become literate and numerate to gain a lifelong means of communication.
- g) Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- h) To positively encourage awareness and acceptance of disability both in and out of the classroom.
- i) Not to treat disabled pupils differently for a reason related to their disability.
- j) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- k) To plan to increase access to education for disabled pupils.

1.2 Definition of disability

1.2.1 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.

1.2.2 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.

1.2.3 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](#).

1.2.4 Academies 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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1.2.5 This policy complies with our funding agreement and articles of association.

2. Purpose of the plan

- 2.1 To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils and adult users with a disability. This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- a) Increasing the extent to which pupils with disabilities are able to participate fully in the academy curriculum.
 - b) Improving the physical environment of the academy to enhance access to education and associated services for pupils with disabilities.
 - c) Improving the delivery of information to ensure it is accessible to pupils with disabilities, in line with information provided to non-disabled pupils.

3. Monitoring arrangements

- 3.1 This Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently when required, based on the needs of the children.
- 3.2 The plan will be monitored through Westbury Academy's quality assurance cycle, including learning walks, work scrutiny and pupil voice. Findings inform updates to the plan and are reported to the Senior Leadership Team and Governors.
- 3.3 This Accessibility Plan will be approved by governance.
- 3.4 Links with other policies. This accessibility plan is linked to the following policies and documents:
- a) Special Educational Needs and Learning Policy.
 - b) Special Educational Needs (SEND) Information Report.
 - c) Supporting Pupils with Medical Conditions Policy.
 - d) Health and Safety Policy.
 - e) Equality Policy.

4. Action Plan

- 4.1 Increasing the extent to which pupils with disabilities are able to participate fully in the academy's curriculum.
- 4.2 Increasing access for pupils with disabilities to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through self-review and Continuous Professional Learning (CPL), the academy aims to enhance staff knowledge, skills and understanding in order to promote high-quality teaching and learning for all children.
- 4.3 The academy is committed to meeting the needs of every child within mixed-ability, inclusive classes wherever possible. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy, and *'no child is left behind'*. Consequently, all children are able to attend age-appropriate clubs, leisure and cultural activities, and educational visits.

Target	Current Practice	Actions to be taken	Time scale	Responsibility
<ul style="list-style-type: none"> To increase the confidence of all staff in supporting a range of needs across the curriculum. To ensure effective deployment and management of resources to meet the needs of pupils with SEND. 	<ul style="list-style-type: none"> Most pupils join Westbury following the completion of an Education, Health and Care Plan (EHCP). A small number of pupils join while undergoing assessment for an EHCP, where an agreement has been reached that Westbury is a suitable placement to meet their needs. The academy provides personalised CPL for teachers, which include how to support children with a range of SEND: <ul style="list-style-type: none"> Specialist support on e.g. hearing impairment/ASC/Physical disabilities/SLCN/SEMH, and resources. Assessment, target setting and planning for an adapted and scaffolded curriculum. T&L Pedagogy Utilisation of visual timetables in identified classes (including at a class level, and individual level, where required). Utilisation of Widgit symbols in identified classes to support pupils' SLCN. Accessibility arrangements reflect pupils' normal way of working and are quality assured through learning enquiry walks, pupil voice, review of EHCP outcomes and feedback from parents and carers. 	<ul style="list-style-type: none"> Continue to provide focused sessions across the academic year to be delivered by internal and external professionals, including the external Educational Psychologist, Occupational Therapist, Speak Easy Therapy, Westbury Academy's SENCO and Assistant SENCO Introduction of scan reader pens to support identified pupils (e.g. pupils with Dyslexia/traits of Dyslexia) 	2025-26	Principal SENDCo

	<ul style="list-style-type: none"> Westbury Academy has a therapy dog on site for two days a week. 			
<ul style="list-style-type: none"> To ensure the holistic progress of SEND pupils is evidenced in a variety of ways, helping leaders to monitor and implement support and interventions when required 	<ul style="list-style-type: none"> Assessment Pathways, ensuring end points and progress measures are bespoke to the child, needs and experiences. Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention support. Use of Arbor for tracking, monitoring and analysing pupil progress Learning enquiry walks across the curriculum and pupil voice activities Pupil learning and work scrutiny Baseline data collection upon pupil entry Termly Progress and achievement reports to governors, shared with SLT and MLT Quality assurance at each termly entry point 	<ul style="list-style-type: none"> Introduction of the Evidence for Learning to further strengthen EHCP target setting, drawing upon EHCP outcomes 	Summer 25-26	Principal Director of Curriculum and Assessment SENDCo
<ul style="list-style-type: none"> To ensure that classroom support staff have specific training on disability issues. 	<ul style="list-style-type: none"> Support Staff access all appropriate CPL (for example, autism and HI courses) as appropriate. There are opportunities to work with outside agencies on how best to support children in their care. 	<ul style="list-style-type: none"> SENDCo to update staff and provide relevant training when required/identified 	Ongoing	SENDCo
<ul style="list-style-type: none"> All educational visits to be accessible to all. 	<ul style="list-style-type: none"> Educational visits are accessible to all children, and all staff will be competent in supporting children with additional needs and disabilities. The activities/trips are built into the curriculum. All pupils are able to take part in a range of activities and will be adapted accordingly. Guidance is shared with staff on making trips accessible. Care plans are shared with staff for individual children. New venues are vetted for appropriateness and risk assessed Risk assessments take into consideration medical needs and disabilities, and appropriate provision is put into place. 	<ul style="list-style-type: none"> Ongoing communication with parents/carers regarding educational visits 	Ongoing	Evolve Lead, SENDCo. All staff involved in planning trips and supporting children on them.

on site which may impact persons with a disability.	future updates, including improvements to accessibility.			
---	--	--	--	--

4.6 Improving the availability and presentation of information to ensure it is accessible to pupils with disabilities in line with that provided to non-disabled pupils.

Target	Current Practice	Actions to be taken	Timescale	Responsibility
<ul style="list-style-type: none"> To ensure that all information shared with parents/carers and pupils is clear, inclusive, and accessible to everyone. 	<ul style="list-style-type: none"> The academy provides information and letters in clear print and different formats where necessary, e.g. different languages, enlarged font or braille, if required. The Academy office will support and help parents to access information and complete Academy forms. We ensure digital accessibility, including on our website, through considering font choice, colour contrast, layout and device compatibility across platforms used to communicate with families and pupils. Information is available in alternative formats on request, including symbol-supported versions, enlarged text and printed copies. Social media platforms, Arbor and Class Dojo are used to communicate effectively Family Friendly Policy Guides are being developed for key policies such as the Safeguarding and Child Protection Policy 	<ul style="list-style-type: none"> Ongoing development of policy accessibility. 	Ongoing	Principal Teachers Support staff SENDCo Admin staff
<ul style="list-style-type: none"> To ensure that information is provided in accessible formats for children with special educational needs and disabilities (SEND). 	<ul style="list-style-type: none"> Resources adapted for children with varying SEND needs (e.g., large font for children with VI and coloured overlays for children with dyslexia). Information is differentiated, and scaffolding is provided for children with learning needs or speech and language difficulties. Westbury's 3 Golden Rules were updated to ensure accessibility for all in Spring 2025, which drew upon a range of stakeholder voice (including pupils). 	<ul style="list-style-type: none"> QA via learning enquiry walks, work scrutiny and pupil voice CPL sessions for staff 	Ongoing Termly	Principal Director of Curriculum and Assessment SENDCo

	<ul style="list-style-type: none"> • A range of assistive and augmentative communication tools to support accessibility, including Widgit symbol-supported resources, visual timetables and symbolised instructions. These approaches are used consistently across classrooms and shared spaces to support pupils with communication, interaction, cognition and literacy needs. • Staff are trained in the consistent use of these tools to ensure pupils experience a predictable and accessible communication-rich environment. 			
--	--	--	--	--