Willow Vale
School

# Accessibility Plan

**Policy date:** September 2026

**Approved by:** Management Committee

**Review date:** September 2029

**Be Safe – Be Kind - Belong**

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

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and Management Committee of the school and covers the period from September 2026 to September 2029.

**Aims**

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.
Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities', Code of Practice (2015).

At Willow Vale School we educate pupils with a variety of needs. As a school that values inclusion, we work very hard in implementing Education and healthcare plans and working closely with all professionals to ensure that our students are able to access and succeed in education.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan sets out the proposals of the Management Committee of the school to increase access to education for disabled pupils by:

- Improving access to the physical environment in the school and adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers who have no disability. This covers teaching and learning and the wider curriculum of the school such as participation in out of the classroom activities and trips. It also covers specialist aids and equipment which may assist pupils in accessing the curriculum.
- Improve the communication to all stakeholders with disabilities. This will include website, newsletters and other means of communicating school information.

The Accessibility Plan will be made available online on the school website.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We acknowledge that there is a need for on-going awareness raising and training for staff and Management Committee in the matter of disability discrimination and the need to inform attitudes on this matter.

The school supports any available partnerships to develop and implement the 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

**Action Plan**

Attached is the Action Plan, relating to these key aspects of accessibility. New Plans will be drawn up every three years.

To give some context Willow Vale School is split over a number of sites.

Deane Discovery (DDC) - A single storey building which although accessible by a step at the front door, does have entrances that have a ramp. The toilets too are only accessible by steps, preventing wheelchair users or those with mobility issues accessing this space. The temporary classroom is only accessible by steps and so a wheelchair user would not be able to access this space.

Cossington Centre – A former primary school which consists of a 2 storey old, building, and a hut. Both the hut and the second storey classes have stairs which are not accessible by a wheelchair, although ground floor classrooms, kitchen and toilets all are.

Northfields Centre – This is currently only used by staff doing 1:1 or small group work. It is fully accessible with a ramp and is single storey. All spaces are accessible.

Albert Street – This is a single storey building with a ramp leading to the entrance. All parts of this building are accessible to all.

Holway Centre- A single storey building which has been recently refurbished with accessibility in mind. All classrooms and spaces are fully accessible.

New Prospects – A single storey building which is accessible by a ramp meaning that all rooms are accessible to all.

| AIM | GOOD PRACTICE | ACTIONS TO BE CONSIDERED | TIMEFRAME | OUTCOME |
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| Increase access to the curriculum for pupils with a disability | • Our school offers a differentiated curriculum for all pupils | • Implement play curriculum across KS1 and 2 at all primary sites to include continuous provision | By July 2027 | • Students are accessing programmes that meet their individual needs |

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| | • We use resources tailored to the needs of pupils who require support to access the curriculum<br><br>• Curriculum progress is tracked for all pupils, including those with a disability<br><br>• Targets are set effectively and are appropriate for pupils with additional needs<br><br>• The curriculum is reviewed to make sure it meets the needs of all pupils | • Put in place Re-engage pathway alongside Aspire and Online with appropriate accreditation<br><br>• Pathways are clearly defined and accreditation linked to each pathway<br><br>• Staff recording Data | By July 2027<br><br>By July 2027<br><br>Ongoing – monitored by SLT<br><br>Curriculum is kept under constant review | • Students have created a portfolio that showcases their accreditation and achievements at Willow Vale School<br><br>• Staff and students have a clear understanding of starting points, next steps and progress<br>• Progress data is shared with staff, parents and students through the Individual Learning Plan<br><br>• All pupils are aware of their targets and know how to reach them<br>• Targets are shared with pupil and family<br><br>• Curriculum is kept under constant review |

| AIM | GOOD PRACTICE | ACTIONS TO BE CONSIDERED | TIMEFRAME | OUTCOME |
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| Improve and maintain access to the physical environment | The school environment is adapted to the needs of pupils as required. At the Holway Centre, Albert Street, New Prospects and Northfields this includes:<br>• Ramps<br>• Corridor width<br>• Disabled toilets | DDC<br>• Ramp to enter the main building uses a fire exit to enable wheelchair users to access the building; there is a lip to the door and access to the ramp is behind a padlocked gate<br>• Steps to entrances in both buildings<br>• All toilets are accessed via steps<br>• Narrow doorways<br>• Difficulties in opening doorways<br>• In the event of a fire, external gates are padlocked and hard to open | By July 2027 – limitations recognised as to what can be achieved due to the age and condition of the DDC | • All wheelchair users will need to be accompanied on site due the current limitations of accessibility to the building<br>• Explore the potential of fobbed access through the gates instead of a padlock |
| Vocational workshop, kitchen, Art room and DT space utilised fully | Students have the opportunity to experience a range of projects and activities that span Art, Photography and Design Technology Students are able to complete bite-sized | • Space to manoeuvre around middle table in kitchen is limited<br>• Ensure all routes around tables and work tables are clear<br>At Cossington | By July 2025 | • Students are regularly accessing vocational spaces and have access to a range of different experiences and activities |

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| | projects. Ensure use of accessible sink, hob top | • Ensuring that students are not expected to have to use stairs to second floor.<br>• Narrow doorways<br>At Albert Street<br>• Improving access to the student toilets to ensure this is not through a classroom | | • Students' work is being accredited through a range of qualifications including BTEC, AQA Unit Awards and ASDAN |
| Outside spaces improved | DDC have access to a climbing frame, basketball hoop and trampoline.<br><br>Holway has a basketball hoop, outdoor tabletop football and table tennis and football goals. There is also a set of outdoor play equipment.<br><br>Albert Street has an outside area where a bench is being considered. | Development of areas in the grounds of the Centres for students with sensory needs, e.g. tactile as well as the need for physical activity | By July 2026 | • Use of PE grant and other funding to ensure resources enable students to be fully supported in free time<br>• Students will have access to a range of spaces within Centres which include areas for quiet and sensory needs as well as places for more physical activities to take place |

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| | New Prospects has a small play area with some equipment and a space for ball games, but there is easy access to the park.<br><br>Northfields has a small area which is also a car park, with a basketball ring. | | | |
| Improve access for all to OE and sport | Each Centre has an offer OE on a weekly basis<br>Opportunities for different sports offered across Centres | • Training for OE staff to ensure that Willow Vale are able to offer a more extensive range of activities for OE and Sport<br>• Explore opportunities to develop indoor activities to take into account the inclement and colder weather | By July 2025 | • Student are able to access a wide range of OE activities<br>• Staff are confident in leading activities and are proactive in developing the OE offer to all students |

| AIM | GOOD PRACTICE | ACTIONS TO BE CONSIDERED | TIMEFRAME | OUTCOME |
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| Improve the delivery of information to pupils with a disability | Communicate in Print training delivered to staff across both Centres<br><br>Soundfield System in place in the main Hall<br><br>Use of live captions and captioning when presenting information to staff, pupils and parents | • Wider use of symbols across all Centres, including use of symbols for showing directions, entrances and exits and labelling doors and storage.<br>• Refresher training for staff to be made available | By July 2025 | • Cupboard contents are clearly identified using Communicate In Print symbols<br>• Classes and other workspaces are named using symbols<br>• Students who are struggling to access written communication should have worksheets produced supported by Communicate In Print |

**Monitoring Arrangements**

- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- The Plan will be monitored through the Management Committee
- The Plan will be monitored by Ofsted as part of their inspection cycle

**Links with Other Policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Policy
- Health & Safety (including off-site safety)
- Special Educational Needs
- Relationships & Behaviour Policy
- School Improvement Plan
- Ethos
- Curriculum Policy

The School's complaints procedure covers the Accessibility Plan