WATERSIDE
ACADEMY

Accessibility Plan

2025/26

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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.

2. Waterside Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

    - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
    - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
    - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

5. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this 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 three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies and Terms of Reference are reviewed, a section relating to access may be added to that on Equality and Diversity.

7. The Plan will be monitored through the Teaching, Learning and Care and the Finance Premises & Personnel Committees of the Governors.

Area 1: Increasing the extent to which any disabled pupils can participate in the school's curriculum

Current good practice includes:

In depth admission meetings seeks views of family, previous setting and professionals.
The planning and assessment system is specifically designed for pupils working below age related expectations.
The learning day is broken up into a series of shorter lessons to support pupils with lower concentration levels.
High levels of support are available within all classrooms to scaffold, resource and give advice.
There is a clear balance between academic learning and personal development.
Resources and interventions to support Dyslexic pupils.
Computer learning programs to support learning including IDL

Aim	Action	Responsibility and When	Resource/ cost	Intended Outcomes	Monitoring and Evaluation
Ensure legal compliance at all times.	• Consistently implement requirements of the SEND Code of Practice. • Respond to any changes in legislation. • SEND policy in place. • SEND Report presented annually to LGB and uploaded on website. • Implement EHC Plans and Annual Reviews in statutory time frame. • CPD for staff to ensure are aware of roles and responsibilities.	SLT and SENCO Ongoing	SENCO time	Statutory compliance met. Staff understand their roles and responsibilities. SEND on a page is produced at the end of each term to share with LGB and Trust.	Checks by SENCO and SEN on a page.

	• Regular updates to LGB.				
Improve early identification of needs to ensure appropriate curriculum and provision.	• Request outreach reports from other agencies when outreach has been previously given. • Ensure assessment information including academic assessments, PDP documents and EHCP/Annual Review/graduated response documents are sent to the school prior to any admission meetings • During admission meeting create timeline of child development/milestones including any previous concerns, investigations, queries.	SENCO Admission meeting leads	SENCO time	Detailed history of the pupils needs and involvement of other professionals.	Admission meeting paperwork
Improve transition into the school from mainstreams settings and vice versa	• At admission meetings plan with the school and family transition arrangements including visits to the setting, meeting staff, attending welcome afternoons and having access to easily accessible information about the settings Transition plan/timetable created for each child.	Admission meeting leads ongoing		Pupils transition to the setting is appropriate to needs. Pupils are clear of expectations, routines and feel comfortable to ask questions/seek help.	Transition plans/ timetables Welcome afternoons arranged in a timely manner
Training for staff on specific SEN, disabilities and medical needs.	• Information gathered from parents, agencies, GPs is used to identify correct personalised planning requirements.	SENCO for all Ongoing for all		Educational, physical and medical needs of all pupils are met.	Staff have a greater knowledge of the needs of the pupils

	• EHCP's are reviewed annually unless a need arises for an early review • Graduated response documents are reviewed every half term • Medical and intimate care plans are in place for individual pupils and reviewed each half term/term. • Training needs for staff identified to support staff with their understanding of medical needs. • Training planned and delivered by appropriate services. • Increase number of staff trained to administer medicines.			Additional personalised plans are in place where required.	EHCP's and Graduated responses are accurate and reflect the needs of the pupil

Area 2: Improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided.

Current good practice includes:
Disabled toilet
Visual timetables are in all classrooms.
Ramps are available.
Alternative personalised learning spaces are available around the settings.
High levels of supervision as pupils move around the setting and at breaktimes.
Headphones available.
Outdoor areas are accessible.
School has its own minibuses to transport pupils for visits.

Aim	Action	Responsibility and When	Resource/ cost	Intended Outcomes	Monitoring and Evaluation

Improve staff understanding of pupils with additional sensory needs.	• Audit of sensory needs of students • Experienced staff take part in refresher training throughout the year as needed • New staff have access to appropriate training to build on their knowledge	SLT/SENDCO ongoing	Outreach service – 'Sensory Differences' – free Level 1 Sensory	Increased staff awareness on sensory needs of pupils within their class. Staff begin to build a sensory profile for their pupils, with support from the SENCO and named Sensory Champion	Staff feel confident in the knowledge they have obtained from training Knowledge gained from training is implemented in the classroom and other learning spaces
			Processing Awareness training - £25 per person		
Improve sensory provision.	• Create 'sensory break out spaces' within both settings • Use advice from OT specialists to purchase resources to help individual pupils eg fidget toys, weighted toys, weighted blankets.	SLT/SENDCO – ongoing		Pupils are able to regulate own behaviour and be ready for learning. Additional resources are purchased as per the advice of professionals and used within the classroom.	Environments walks Sensory provision is highlighted on provision map

Area 3: Improve the availability of accessible information to disabled pupils.					
Current good practice includes: High levels of staffing ensure instructions and information is able to be shared in an appropriate way. Marking and feedback is streamlined and appropriate to the pupil. Targets are in child friendly language and explained to the pupil. Newsletters are child friendly. Reading materials within lessons are matched to the reading age of the pupil and taken into account any visual impairments, e.g. resources may be printed in larger font if needed					
Aim	**Action**	**Responsibility and When**	**Resource/ cost**	**Intended Outcomes**	**Monitoring and Evaluation**
Increase use of visual information as reminders and prompts for learning.	• Ensure that visual prompts, timetables, checklists etc are updated regularly to reflect the developing and changing needs of the pupils	Class teachers	PPA time	Reduced levels of anxieties and increased levels of independence	Environment walks
Website translate button added to website.	• Contact website designers and ask for this function to be available.	SLT As soon as possible		Translation option available.	
Improve accessibility of self-reflection documentation of pupils.	• Review and revise self-reflection proformers for pupils to use at PEPs, annual reviews and placement reviews. Consider use of scaling systems and visuals for areas for areas of self-reflection.	Personal Development team and SENCo Ongoing		Self-reflection paperwork is simple for pupils to read and complete.	Discussions with pupils Meeting between personal development mentors and SENCO

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete action by
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				