



The Westgate School Accessibility Plan (Reviewed May 2023)

Section 1: Vision statement

At The Westgate School we are committed to giving all of our students every opportunity to achieve the highest of standards and become *#equippedforlife* by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children, reminding them that 'better never stops'. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder or exclude students. The achievements, attitudes and wellbeing of all our students matter.

The Department for Education (DfE) has published advice on the Equality Act (2010) for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Equality Act (2010) defines disability as *"... a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities"*.

This accessibility plan incorporates aspects of the Westgate School Development Plan and pays due regard to government law and local Slough County Council directives, including the Equality Act (2010), The Children and Families Act (2014) Part 3, which links in to the SEN Code of Practice (2015), and to previous legislation including the SEN and Disability Act (2001), The Disability Discrimination Act (1995), and Slough County Council's Schools Accessibility Strategy (2013 - 2016).

The purpose of this accessibility plan is to set out the school's priorities and proposals to increase access to school education for students with disabilities.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students under part 4 of the Disability Discrimination Act. These are:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled students.

We take advice on support needed for children with disabilities and work with external specialists to ensure students have the support necessary to fully include them in school life.

The action plan ensures that:

- the school draws on the expertise of external agencies to provide specialist advice and support;
- the SENDCo has an overview of the needs of pupils with disabilities;
- there are high expectations;
- there is appropriate deployment and training of learning support staff;
- successful practice is shared within the school;
- the school works with other schools; and
- pupils with disabilities have access to extra-curricular activities.

All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits. The school carries out an accessibility audit every three years in advance of reviewing this policy.

Section 2: Aims and objectives

This section sets out how the school will achieve the aims of increasing access to the curriculum for pupils with a disability, improving and maintaining access to the physical environment, and improving the delivery of written information to pupils.

Teachers and LSAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information. In addition, the school makes the following available as appropriate:

- a) Differentiated resources with attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies. Voice activated software for use in lessons and English Language examinations.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate

The school curriculum is regularly reviewed to ensure it is accessible to all students. This includes ensuring all learners with a disability are educated alongside their peers. In addition to this learning outside the classroom through activities such as after school clubs, leisure and school visits are also made accessible to all.

Section 3: Access audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground and first floor across the majority of the site. Single-storey block in English.	N/A		
Corridor access	Most corridors are wide enough to allow safe passage of physically impaired pupils provided they leave lessons 5-10 minutes	None required		
Lifts	There are 3 lifts across the school site in PE, Science and near the Learning Resource Centre. There are also 2 additional disabled specific lifts for additional access.	None required		
Parking bays	The school has 96 parking bays, 4 of which are designated disabled bays and 8 visitor	None required		
Entrances	There are 3 minor entrances which are all accessible.	None required		
Ramps	There are ramps at main and minor entrances. All other entrances are level.	None required		
Toilets	There are 75 toilets on the premises and 14 of these are disabled toilets.	None required		
Reception area	Reception is fully accessible for guests, students and staff.	None required		

Internal signage	Internal signage is consistent, visible for those with visual or physical impairments and to support students they have a thorough induction process and assistance is provided to visitors and PI students.	None required		
Emergency escape routes	Students, staff and visitors are made aware of emergency escape routes and procedures should evacuation be	None required		

Approved by:

Date:

Next review date: May 2026