



The Willows School  
Academy Trust  
Learning - Achieving - Succeeding

## Accessibility Plan 2017/2018

### Introduction

This 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

**The Willows Primary School Academy Trust– Accessibility Plan**  
**Aims and Actions for academic year 2017-18**

- Improve access for pupils who may experience difficulty moving around the school.
- Improve sensory surroundings, materials and environment to meet needs of school.
- To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND, particularly SEMH.
- Ensure that all school trips & learning and reward visits are accessible for pupils with learning or physical disabilities.
- Ensure that a range of clubs and additional facilities are accessible for all pupils.
- Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.

<b>2017-18</b>	<b>Action</b>	<b>Resource</b>	<b>Monitoring</b>	<b>Evaluation</b>
Review aspects of school environment and surroundings to support students within different ranges of ASD.	Consultation with ASD consultant re:best practice. Potential project and buildings work.	Risk Assessment from 3 <sup>rd</sup> Party 2017	School H&S audit. Playground risk assessment Leadership group and governing body Parents and pupils	Reports to Trustees and Governors.
To ensure that all learning areas are fit for purpose and provide spaces for all learners.	Meeting with leadership team and allocated governor. Finance of works required on ASD side of school. Plan for stage 2 and 3 of the site.	Employment and finance of services for classroom spaces and learning spaces.	HT/Leadership and allocated governor meetings.	Reports to Governing Body. Feedback from pupils and staffing body