

Westfield Community Primary School

Accessibility Plan 2022-2025

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to include education. The Governing Body has three key duties towards disabled pupils, under part 4 of the DDA which are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupil

All schools are required under the Equality Act 2010 to have an accessibility plan.

Vision & values

At Westfield we provide a supportive and nurturing place in our community to allow everybody to thrive, having the resilience and confidence they need for our dynamic world. Everybody has unique skills and abilities and at Westfield we provide the balance to ensure that everybody achieves the very best - academically, creatively and emotionally. Our learning today will help us gain lifelong success.

Aims

The purpose of the plan is to:

- Increase the extent to which pupils with SEND (special educational needs & disabilities) can participate in the curriculum
- Improve the physical environment of the school to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils and parents/carers with SEND

We have included the views of a range of stakeholders in the development of this accessibility plan, including: -

- Link governor for SEND
- Staff (survey)
- Parents (survey)
- Pupils (working group - identified as having SEND)

This plan will be made available online on the school website, and paper copies are available upon request.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustment.






Accessibility Plan 2022- 2025

Lead Person Accountable for & Monitoring the Plan		Pam Anderson		Governor		Matt Cole	
Position Statement (Where are we now?)		Westfield are an inclusive school where every child matters; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We are committed to providing a fully accessible environment, which values and includes all pupils, parents, staff and visitors.					
Monitoring Arrangements		This plan is to be reviewed annually by Governors.					
Aim: To increase the extent to which pupils with SEND can participate in the curriculum							
Objectives		Key Actions		Timescale?	Who?	Success criteria	
1	Ensure staff are confident in effectively supporting children with SEND		1	Ascertain teacher’s level of knowledge & confidence through questionnaires	By Dec 2022	PA	Staff knowledge and confidence increases; pupils with SEND are supported effectively in the classroom.
			2	Provide 1:1 support and advice for staff as required	Ongoing	PA	
			3	Provide planned program of support for Early Career Teacher, including support re. teaching pupils with SEND	Ongoing	ECT mentor	
			4	Staff Training – all teachers & TA’s - ‘Autism Awareness’	By Dec 2022	AOT	
			5	TA training re. scaffolding/differentiation	Jan 2023	PA	
			6	Deliver program of CPD relating to any training needs identified from questionnaires	Jan 23 – Jul 25	PA/LT	
2	Ensure all staff are aware of curriculum access needs for pupils with SEND		1	1:1 meetings with teacher’s to discuss pupil needs	By Oct 2022 (then annually)	PA	Teachers identify reasonable adjustments that may be needed for individual pupils with SEND; this is evident in classroom practice.
			2	Information re. new pupils in to school shared with SENCO & class-teacher	Ongoing	Admin.	
			3	Advice & recommendations from parents &/or outside agencies shared with teachers	Ongoing	PA	
			4	Learning walks to monitor how SEND pupils are accessing the curriculum	Termly	SLT	
			5	Pupils are provided with any necessary learning aids e.g. colored overlays, methods of alternative recording	Ongoing	Class teacher	
3	Ensure that SEND pupils make progress across the curriculum		1	Teachers track pupil progress against PSP targets; SENCO to monitor impact of support	Termly	PA	SEND pupils make progress from their starting points.
			2	Progress of all pupils, including those with SEND, is tracked against NC objectives in reading, writing & maths	Termly	SLT	
			3	Alternative progress measures are used for identified pupils, where applicable, to track progress in different ways e.g. social/emotional skills - Boxall profile	Ongoing	PA	

4	Ensure that teaching & learning methods support pupils with SEMH needs &/or behavioral difficulties		1	Referral of identified pupils to Behavior Support Service; class teachers to implement recommendations	Ongoing	PA	Pupils with SEMH needs &/or behavioral difficulties engage in the curriculum
			2	Provide 1:1 support and advice for staff as required	Ongoing	PA	
			3	Teaching assistants are trained and deployed to meet identified pupils individual needs	Ongoing	SLT	
			4	Pupils are provided with any necessary learning aids e.g. now/next boards, emotions cards, clear consequence & reward charts, visual timetable	Ongoing	Class teacher	
			5	Develop links with local special school to provide 'Play Therapy' for identified pupils (Y1/2/4)	Initial meet Aut 22 Launch Spr 23 Trial 2023/2024	PA	
			6	Participate in trial of new technology – 'Universe' by Viewsonic – engagement in the 'Virtual Classroom' – for identified pupil (Y5)	Initial meet Aut 22 Launch Spr 23 Trial 2023/2024	Y5 teacher (initially)	
5	To increase 'pupil voice' in reviewing and setting appropriate targets		1	Revise PSP format to allow pupils to consider their 'next steps'	By Feb 2023	PA	Pupils with SEND are actively involved in reviewing their own progress and setting themselves personal goals
			2	Class teachers consult pupils re. progress towards their PSP targets and discuss what they would like to work towards achieving next	Termly	Class teachers	
			3	Reintroduce one-page profiles for pupils with SEND – gather information through Summer Term 2023, to support transition to next class.	By Jul 2023 (then annually)	SLT	
6	To develop appropriate systems & procedures for assessing pupils with SEND		1	Teachers to identify SEND pupils that require reasonable adjustments to be made to testing arrangements; in consultation with SENCO	By Dec 2022	Class teachers	Access arrangements are in place for all pupils who require or are eligible for support, including readers, separate rooms etc.
			2	Alternative testing & reporting systems developed; in place for identified pupils	By Jul 2023	PA/SLT	
			3	Order any modified tests required for pupils with SEND participating in standardised tests e.g. end KS2	By Dec 2022 (then annually)	HT/phase leader	Pupil outcomes of any assessments are recorded systematically; progress can be easily tracked.
			4	Appropriate access arrangements requested for any pupils with SEND participating in standardised tests e.g. end KS2	Spring 2023 (then annually)	HT/phase leader	
7	To ensure equal access for all pupils, including those with SEND &/or medical needs, to attend extra-curricular activities i.e. trips and sporting activities		1	SEND information to be recorded on registers	Comm. Jan 2023	Admin.	Pupils with SEND are proportionately represented in all extra-curricular activities.
			2	Staff training, as required, to meet needs of identified pupils e.g. diabetes, epipen	Ongoing	SLT	
			3	Regularly audit/monitor involvement of pupils with SEND	Termly	PA	
			4	Discussion with parents & consultation with outside agencies, as required, to identify any reasonable adjustments that may need to be made	Ongoing	PA	
			5	RA show individual adaptations for pupils with disabilities	Ongoing	EVC	

Aim: To improve the physical environment of the school to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided

Objectives		Key Actions	Timescale?	Who?	Success criteria		
1	To ensure that, where possible, all areas of the school building & grounds, are fully accessible		1	Audit accessibility annually & plan actions required.	By Dec 2022	PA	Pupils with SEND are not disadvantaged by the school environment (indoor or outside) and can participate fully in all educational provision, alongside their peers
			2	Undertake any modifications that are identified through audit.	Ongoing	SLT/Site manager	
			3	Pupil/parents grounds audit re. individual needs	As required	SLT	
			4	Maintain & regularly review safe access for all – caretaker checks	Ongoing	Site manager	
2	To ensure that the needs of pupils with SEMH needs are met		1	Develop calm (time-out) spaces in or close to classrooms – accessible to any identified pupils	Ongoing	Class teachers	Pupils with SEMH needs are educated alongside their peers, where possible. Reasonable adjustments are made, where required, for any pupils with significant &/or complex needs. Pupils use calm (time-out) spaces effectively to help them regulate.
			2	Further develop EYFS sensory room	By Jul 2023	PA	
			3	Create 'calm room' for KS2 pupils	Sep 2023-Jul 2024	PA	
			4	Gather pupil views re. the physical environment & reasonable adjustments that can be made	Ongoing	Class teachers	
3	To ensure that the needs of pupils with physical needs are met		1	Provide planned opportunities for pupils with identified need to develop gross &/or fine motor skills – identify support on personal support plans	Termly	Class teachers	Pupils with physical needs are educated alongside their peers, where possible. Reasonable adjustments are made, where required, for any pupils with significant &/or complex needs; care plans are produced and followed as required.
			2	Liaise with OT services, VI/HI specialist teachers, medical professionals & parents/carers to ensure that needs of identified pupils are addressed	Ongoing	PA	
			3	Add hand-rail to steps leading to Forest School (identified by Y4 pupil)	By Apr 2023	Site manager	
			4	Lengthen ropes on log-trail (identified by Y 4 pupil)	By Apr 2023	Site manager	
			5	Agree and implement intimate care policy & practice; as part of EYFS policy	By Jul 2023	EYFS lead	
4	Ensure all can be safely evacuated		1	Collate list of identified pupils (and staff) that need additional support/assistance during evacuation procedures	By Feb 2023	PA	In an emergency (real or drill); all pupils (and staff), including those with SEND are safely evacuated. Areas for improvement are identified each time and acted on.
			2	Write personal emergency evacuation plans (PEEP) for identified pupils with SEND	By Feb 2023	PA	
			3	Carry out drill evacuations e.g. fire drill – note observations and amend PEEPs accordingly	Termly	SLT/PA	
5	Ensure free movement throughout classrooms/buildings		1	Review of furniture arrangements – in central spaces	Ongoing	Site manager	Pupils, including those with SEND, are able to move freely around the classroom, and around the school building, without any significant challenge.
			2	Monitoring of learning environments to consider: Are the surroundings appropriate (levels of lighting, acoustics, distractions)? Are seating arrangements flexible? Reasonable adjustments to be made accordingly.	By Jul 2023	Site manager/SLT	

Aim: To improve the availability of accessible information to pupils and parents/carers with SEND						
Objectives		Key Actions		Timescale?	Who?	Success criteria
1	Improve the delivery to SEND pupils of written information which is readily available to non-SEND pupils		1 Teachers provide dual coding as part of quality first teaching	Ongoing	Class teachers	Visual timetable in every classroom used consistently and effectively, for all pupils Evidence that dual coding, visual prompts etc. impact positively on engagement of pupils with SEND
			2 Teachers/teaching assistants use visual prompts to support verbal instructions	Ongoing	Class teachers	
			3 Teachers/teaching assistants use alternative methods, where applicable e.g. voice recordings, subtitles, over-talking when sharing written text with identified pupils with SEND	Ongoing, as required		
			4 Monitoring of classroom practice; learning walks/pupil interviews look at engagement of SEND pupils. Observations inform next steps – actions to be implemented by staff	Termly	PA	
2	Understand needs of all pupils and ensure information is available in relevant formats e.g. large print, pictorial/symbol representations		1 1:1 meetings with teacher's to discuss pupil needs	By Oct 2022	PA	Teachers identify reasonable adjustments that may be needed for individual pupils with SEND; this is evident in classroom practice.
			2 Information to be included in one-page profiles for pupils with SEND, includes any alternative formats for information sharing that the pupil requires	By Jul 2023 (then annually)	SLT	
			3 Liaise with outside agencies e.g. VI team/AOT/SALT services & parents/carers, as required	Ongoing	PA	
			4 Personalised learning resources provided for identified pupils with SEND, as required	Ongoing	Class teachers	
3	SEN reviews are fully inclusive/accessible for both pupils & parents/carers		1 PA to provide support as required re. form filling etc. re gathering views for sharing at EHCP annual review meetings	As required	PA	Views of all parties are included in all review meetings.
			2 Parents are signposted to other services that can provide support; should they not wish to liaise with school directly in respect of collating views	As required	PA/admin	
			3 PSP review meetings provide opportunities for information to be shared in a way that can be easily understood by all involved – spoken & written format	Termly	Class teachers	
3	Signage is suitable for non-readers, clear & well-situated		1 Displays use new Little Wandle font.	Launch Autumn 2022	All staff/CT	Pupils &/or parents/visitors to school use signage to effectively move through the building
			2 All text docs given to pupils is Little Wandle font			
			3 Pictorial or symbolic representations used throughout school; including any new signage purchased	Ongoing	SLT	
5	To share information effectively with parents/carers, in a way that is accessible to all, including those with SEND		1 Ask parents about access needs when child is admitted	Launch Jan 2023	Admin.	Pupil/parental needs re. disabilities added to induction for all new pupils/families. List of pupils/parents with information accessibility needs maintained; parents effectively informed
			2 Gather parent/carer views – survey current parents re. any information accessibility needs they may have	By Apr 2023		
			3 Use range of methods to communicate with parents/carers including text, email, weduc	Ongoing	Admin.	
			4 Check website is compliant with statutory regulations	Annually	HT	