



# **Westfield Primary School and Nursery Accessibility Plan**

**Date ratified :14<sup>th</sup> May 2019**

**Ratified by: FGB**

**Date to be reviewed: May 2022 (every 3 years)**

## Introduction

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.

This Accessibility Plan is drawn up in compliance with the requirements of existing legislation:

- a) The planning duty in the Disability, Discrimination Act (DDA) 1995, The Special Educational Needs and Disability Act 2001 (SENDA), which amended part 4 of the DDA so that it applied to education and to prevent discrimination against disabled pupils in their access to education
- b) The requirements of the Equality Act 2010, in schedule 10, relating to disability, to prepare and publish an accessibility plan for the school setting out how we will increase the accessibility, over time, for disabled pupils.

This has placed the following three key duties on the school:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. Plan to increase access for disabled pupils

## Key Objectives

These duties require the School to produce An Accessibility Plan that identifies actions the School intends to take over a three-year period to increase access for those with a disability. The key objectives are to:

- Increase the extent to which disabled pupils can participate in **the curriculum** of the school
- Improve **the physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery of **written information** to disabled pupils

## Our guiding principles

The School is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We will make reasonable adjustments for individual pupils, who need extra provision, beyond what already exists, to make sure that all pupils can access every aspect of school life.

The School will improve access to the physical environment of the school, making reasonable adjustments to the environment of the school and physical aids in order for disabled pupils to access education

We will Increase access to the curriculum for pupils with a disability, making reasonable adjustments to the curriculum as necessary. This includes participation in after-school clubs, leisure, cultural and school visits.

The School is committed to improving written information to disabled pupils and their parents. Such information will be made available in various formats within a reasonable timeframe for improved accessibility. Examples might include hand-outs, timetables, textbooks and information about a school event.

There will be on-going awareness raising and training for all staff and pupils in the matter of disability discrimination and the potential need to inform attitudes, including in the wider school community

The School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This will take account of areas such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings

The School, acting in the spirit of the legislation, will do what is practicable and reasonable given the nature of the building

The Accessibility Plan is not a standalone document and is complemented by a number of other policies, which improve accessibility for all pupils. Therefore, the Accessibility Plan should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs Policy
- Equal Opportunities
- Safeguarding Policy
- Health and Safety Policy
- Behavioural Policy

The following Accessibility Plan identifies the priority actions for the school and how these will be implemented. The Plan will be reviewed and revised every three years and will be reported on annually to the FGB.

## Action Plan

<b>Access to the physical environment</b>				
<u>Area</u>	<u>Current arrangements</u>	<u>Next steps</u>	<u>Success criteria</u>	<u>Responsible</u>
Physical access to all areas of the school.	All classrooms are fully accessible. Pathways of travel around the school site are safe, routes logical and well-signed.	Maintain good access to the school via clear and unobstructed pathways. Renew coloured marking on steps, pathways when necessary to improve visibility. Check exterior lighting is working on a regular basis.	School is fully accessible to all learners.	HT SENCO Site Manager
Access to disabled facilities.	Wheel chair access Disabled toilet access Disabled parking	Consideration of hoist if needed by a pupil in future.	Disabled facilities are fully equipped.	HT SENCO Site Manager
Safe and appropriate storage of specialist equipment.	All specialist equipment required is stored securely within classrooms or in the medical room.	Ensure classrooms have an allocated space for storing equipment where applicable.	There is safe storage of specialist equipment in every class where it is needed.	HT SENCO Site Manager
Training for use regarding specialist equipment.	Staff supporting disabled pupils are trained to use specific equipment.	Train any further support staff meeting the needs of disabled pupils requiring specialist equipment.	All staff supporting disabled learners are fully trained.	SLT SENCO
Suitability of the physical environment for visually impaired learners.	Classrooms are well lit to support all pupils. Additional lighting available when required for specific learners.	Invite advice from specialist teaching staff when required. Staff to be trained as and when required.	The environment meets the needs of visually impaired learners.	SENCO
Signage on the entrance to and around the school.	The site is clearly signposted from the road. Signage throughout the school is consistent for ease of access.	Consider tactile, non-visual signage for the environment to support visually impaired learners if necessary. Review signage with stakeholders.	Sites clearly signposted from the road, and around the site.	HT Site Manager
School boundaries clearly demarcated.	Main entry system clear from the main gate. School site surrounded by fencing and hedges.	Monitor security/ up keep of boundaries	All areas of the school site are safely demarcated.	HT Site Manager
Parking areas clearly marked	Parking areas marked and well lit. Disabled parking bay marked and close to main entrance.	Marking for parking bays maintained. Pedestrian crossing marked at entrance to top car park to clearly show priority. Summer'19	Car park safe for all users. Pedestrians safe from moving vehicles.	

Emergency and evacuation procedures accessible.	Emergency school alarm systems currently comprise of an auditory component with no visual alert. Staff aware of pupils requiring visual alerts as necessary.	Review emergency and evacuation procedures in line with being accessible to pupils with SEND	Emergency and evacuation procedures include SEND.	HT CoG SENCO Site Manager
Consideration is given to background noise.	Advice is taken from the Hearing Impairment Service as to how to accommodate pupils' needs, such as room acoustics and noisy equipment.	Review with Hearing Impairment Team and stakeholders if required.	Steps taken to reduce background noise to allow access for pupils with hearing impairment.	HT SENCO Site Manager
<b>Access to the curriculum</b>				
All children have access to the curriculum, differentiated according to need.	There are clear policies for SEND and inclusion. The school offer is clear and details the school policy and responsible staff. There are also clear learning and teaching and marking and feedback policies and Pupil Premium policies. SLT, SENCO and subject leaders monitor all children's attainment and progress, as well as quality of teaching. Aids to support learning such as coloured paper, fiddle toys, etc are readily available. SENCO receives regular training.	Review policies when scheduled. Staff trained in specific areas according to need in order to support the needs of the children in their cohort. Use pupil voice to develop provision for pupils with SEND. Review and develop a range of resources available to support children with individual needs.	All learners have full and appropriate curriculum access tailored to their needs and abilities. The curriculum is responsive to pupil diversity.	HT SENCO
The learning environment is accessible.	The learning environment is adjusted in order to support the needs of individuals. Pupils requiring specialist equipment, such as those with visual or hearing impairments, have their provision regularly reviewed.	Learning environments reviewed at beginning of academic year in planning transitions and as and when required according to changing needs	All pupils have access to the learning environment and are supported appropriately.	HT SENCO
There is equal access to sporting opportunities and the PE curriculum.	Staff are given advice and support from external agents where necessary, such as Occupational Therapy and specialist	Teachers / PE co-ordinator to continue to support the needs of disabled learners in the PE curriculum.	Learners with physical disabilities have access to a suitable, challenging and	PE co-ordinator SENCO

	sports physiotherapists, on adjustments to be made to ensure equality of opportunity.		motivating PE curriculum.	
To ensure that venues for school trips are appropriate (safety, access, toileting, transport, sensory needs).	Pre-visit and risk assessments carried out.	Pre-visit and Evolve risk assessments carried out for all future visits	Equal opportunities for all pupils to participate in offsite activities/trips	Lead Teachers for visits
<b>Access to information</b>				
Information is communicated to parents/carers through a variety of media.	Information can be accessed through a wide variety of written forms including newsletters, flyers and posters. On screen, through the school website and through texts. Sharing information is done verbally, through discussions and meetings with school staff. School can access translation provision for parent consultations where requested.	Develop non-written methods of communication. Develop support of parents with literacy needs. Look into developing language options for school website.	Parents and carers are fully informed of school, news, policy and practice.	HT
Feedback from parents	Parents invited to attend forums. Comments invited at all open evenings, child shows parent events, meet the teacher evenings and parent workshops.		Parents have open opportunities to inform school about what is or is not going well for them.	HT
Family learning opportunities are available at the school.	Development of role of staff member to support families and develop signposting opportunities such as family support. Open learning mornings for children to share learning alongside parents.	Obtain parent voice and develop to enhance communication and access between school and home.	Families with emotional needs or language needs are well supported throughout the school.	Inclusion Team

