



Westwood First School Accessibility Plan

Introduction

The SEND Code of Practice (2014) states:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not discriminate for a reason arising in consequence of a child or young person’s disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The school uses the broad definition of ‘disability’ as a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support, except for those wearing glasses.

This plan sets out how we will increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can participate in school life;
- improving the delivery to disabled children and adults of information which is provided in writing.

Intent

Our vision and values:

Aims: We encourage all children to become confident, independent individuals who have a thirst for learning and achievement, compassion and understanding for others, and the courage to stand up for what is right. We are a Rights Respecting School and everything we do is based on the principles of equality, dignity and respect . We ensure that children's talents are nurtured and they are able to thrive so that they have the best chance to lead happy, healthy lives and to be responsible, active citizens.						Values: kindness and respect, honesty and courage, curiosity and creativity	
Positive relationships	Thoughtful, polite considerate	Strong principled leaders	Supportive team players	Embrace challenge	Ambitious aspirations	Resilience	Mental, emotional health and happiness.
Strong home/school partnership	Local community, heritage, environment, culture,	Citizenship and British values	Understanding of the wider world	Respect and celebrate diversity	Understanding of environmental issues	Confident to voice opinions	Change the world for the better

We aim to ensure that all pupils are included by:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

All staff are aware they have a duty to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Amendment Act 2005
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people

The school provides effectively for children with disabilities:

- We have well trained teachers and support staff: supporting autism, speech and language and a range of moderate learning difficulties are strengths of the school.
- We have a creative approach to the curriculum which encourages adaptability to meet all children's needs and maximises their access to the whole of school life.
- The physical structure of the building is well suited to meet the majority of needs as it is mostly on one level. Adaptations have been made to better provide for the children currently in school including provision of an accessible toilet, a ramp in the KS2 corridor for access to the playground and a fully accessible studio.
- Effective interagency links that enable forward planning for pre-school disabled children.
- We draw on expertise and knowledge from our SENCO and other subject leaders; parents and carers; outside agencies eg. speech and language therapists, team for the hearing/visually impaired, Autism Outreach, Educational Psychologist.

Implementation

The plan will be implemented by the headteacher, SENDCO and SEND governor and evaluated annually.

The plan is available in electronic format on the school website or we will provide a paper copy on request.

Aims

- a) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information.
- b) To increase the involvement of those with disabilities in deciding action that impacts upon them
- c) To evaluate and report on the success of the action plan in meeting its targets

DES/AP action plan 2018-2021 - review

<u>Action</u>	<u>Success criteria</u>	<u>Progress and Impact</u>
Increase access to the curriculum by: <ul style="list-style-type: none">Ensuring that all staff have the knowledge and skills to meet the needs of pupils with SEN	<ul style="list-style-type: none">Improved provision for pupils. Staff have good understanding of inclusion and pupils make good progress.Staff have good understanding of research, new developments and changes to good practice so that it impacts well on learning.	<ul style="list-style-type: none">Training provided and planned to continue. Support plans and planning show teaching is matched to needs.Regular monitoring shows pupils make good progress. Interventions/support adjusted as necessary to increase progress.
Increase access to the physical environment by: <ul style="list-style-type: none">Ensuring that any building work/ changes meet needs of disabled pupils.Assessing pupils' needs as they arise/ as new pupils join the school and obtaining specific equipment/ advice on strategies where required.	<ul style="list-style-type: none">When new building takes place, changes meet regulationsNew pupils/ new needs are assessed, advice sought and equipment provided where needed.	<ul style="list-style-type: none">Classroom extensions meet regulations and needs of disabled pupils.Needs are assessed as soon as pupils join and advice/resources sought as necessary (eg from outside agencies and advisors – eg Anne Ratcliff (PD), Speech and Language, Occupational therapy)
Increase access to written materials by: <ul style="list-style-type: none">Using ICT across the curriculum to support where appropriate (eg use of voice recorders, talking text)Continuing to use dyslexia friendly strategies (eg coloured overlays; coloured backgrounds on whiteboard; key letters on coloured paper)Variety of teaching strategies and approaches used that enable children to access written activities more easily	<ul style="list-style-type: none">Appropriate ICT tools and software available and used – evident in planning/ pupil interviews/ chn's work.Lesson obs/ planning/ pupil interviews show consistent use of DF strategies. Coloured paper used as appropriate/ coloured backgrounds on IWBTeaching approaches and activities structured to increase access to written activities (eg shorter activities/ cards rather than long sections of text)	<ul style="list-style-type: none">Ipads and recordable books/ talking tins and pegs used to support learningLarge print provided if requestedPictures accompany classroom resources, labels etc to aid understandingColoured overlays used as appropriateLetters sent by emailAchieved Enhanced DF status and reaccredited for full status (due to increased costs of reverification). DF strategies well-embedded in planning and teaching.

Accessibility Action Plan 2021 - 2024 (see main School Improvement Plan)

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Increase access to the curriculum by: <ul style="list-style-type: none"> Ensuring that all staff have the knowledge and skills to meet the needs of pupils with SEN Ensuring that a variety of teaching strategies and approaches are used that enable children to access written activities more easily Continuing to track and monitor progress of individuals and groups of pupils with disabilities and use this information to inform the deployment of support staff and resources Ensuring that interventions and support are used effectively, identified on provision maps and their impact evaluated Further developing the use of ICT across the curriculum to support where appropriate Continuing to use dyslexia friendly strategies (eg coloured overlays; coloured backgrounds on whiteboard) Specialised equipment for SEND (as advised by specialist agencies) 	<ul style="list-style-type: none"> Staff have good understanding of inclusion, research and new developments, and use a range of effective teaching and learning strategies so that pupils make good progress. Teaching approaches and activities are structured to increase access to written activities (eg shorter activities/ cards rather than long sections of text). Interventions/support are carefully chosen and implemented to meet learning needs. Interventions/support have positive impact on learning outcomes. Appropriate ICT tools and software available and used – evident in planning/ pupil interviews/ chn's work. Lesson obs/ planning/ pupil interviews show consistent use of DF strategies. Coloured paper used as appropriate/ coloured backgrounds on IWB Improved provision for pupils. 	<p>SENCo, HT, all staff</p> <p>ICT subject leader/ all staff</p> <p>All staff</p>	Aut 21 ongoing	Termly as part of SEF, support plan reviews and pupil progress meetings
Increase access to the physical environment by: <ul style="list-style-type: none"> Ensuring that any building work/ changes meet needs of disabled pupils. Assessing pupils' needs as they arise/ as new pupils join the school and obtaining specific equipment/ advice on strategies where required. Ensuring that corridors are clear of obstructions. 	<ul style="list-style-type: none"> When new building takes place, changes meet regulations New pupils/ new needs are assessed, advice sought and equipment provided where needed. 	<p>Building advisors</p> <p>Class teacher/ SENCo</p>	<p>As needed</p> <p>As needed</p>	<p>Annually</p> <p>Annually</p>

Increase access to written materials by: <ul style="list-style-type: none"> • Ensure that information to parents is available in different formats if required • Ensuring that a variety of teaching strategies and approaches are used that enable children to access written activities more easily (see above) 	<ul style="list-style-type: none"> • Information eg letters, policies will be made available in alternative formats such as large print, audio tape if required • Teaching approaches and activities are structured to increase access to written activities (see above). 		Aut 21 continuing	Termly as part of SEF, support plan reviews and pupil progress meetings
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Impact and Review

The impact of the plan will be reviewed, evaluated and updated every three years or in response to unexpected pupil and staff needs if sooner. Evaluation will take into account SEND and DDA legislation, plus school improvement and other policy priorities. It will be coordinated with any social services or health agencies recommendations, particularly in respect of meeting the social and health needs of disabled pupils in school.

Reviewed and updated September 2021