THE WESTLEIGH SCHOOL
Aspiring & Achieving Together

Accessibility Policy and Plan

Contents

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, national and global level and implement necessary actions in relation to ethnicity, religion or belief and social economic background.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010</u>.

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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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 adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Within faculty teams HOFs monitor the progress of ALL students linked to a member of the SLT.*	To continue to strengthen differentiation for all students to ensure access to the curriculum for all students.	INSET SENCo Liaison	GJS/TKS	Ongoing	All students to ensure access to the curriculum successfully and make good progress.
	HOYs monitor the progress of all students in their year group and implement support in conjunction with HOFs where necessary. *Students classed as Pupil premium are identified and their curriculum progress is tracked and supported by individual class teachers*	To explore new and innovative ways to support PP students to assist in closing the gap for these learners providing them with the best opportunities.	Action plan drawn up. Source activities and interventions suitable for these students.	JCS	Autumn term 2017	Gap between PP students and non PP students narrows significantly
	Students are placed in sets according to their ability and within this work is differentiated accordingly so that every student can access tasks and materials in order to make optimum progress.	To continue to develop the strengths and skills of the pastoral team to ensure barriers to students learning can be identified and broken down quickly and expertly.	INSET particularly for staff new to the team Appointments of LPSO and IE workers	TKS	Ongoing with appointment of new staff and need arising	Effective provision leading to improved behaviour and less incidents of Social emotional and mental health difficulties leading to school exclusion or poor attendance. Strong and enriched curriculum offer
	At Key stage 4 students are placed in ability sets for core subjects, however for option subjects classes are comprised of a mix of abilities. Work is differentiated accordingly.	To continue to review curriculum options to provide a broad and balanced curriculum suitable for all learners.	Access details of courses available to ascertain skill base in school to offer wider range.	TKS/GJS	Ongoing – Mar 2018 for next year	Improvement in results for Most able learners Improved results for SEN learners

	There are guided choices for Year 8 when choosing their options. This includes discussions with students, parents, heads of faculty and SENCo if necessary.	To ensure provision for Most able learners develops and enriches opportunities.	Have in post Most Able coordinator to oversee and drive provision for Most able students	TKS/NTS	Ongoing. Post filled by Nov 2018	
	At Key stage 4 the curriculum is increasingly personalised. Our option plan increases students' chances of achieving progress 8 whilst allowing them to choose options that they will enjoy.	To continue to revisit and strengthen to SEN provision offered to break down barriers for learners providing specialist and targeted intervention.	SENCo and line manager to reflect and action plan to strengthen TA team for more effective provision. SENCo to work with faculty leads and teachers to ensure QFT for SEN learners.	GJS/TKS	Ongoing	
	Most able students are provided with additional curriculum opportunities.					
	We implement a range of learning interventions to promote student' progress in literacy, numeracy and support students mental health and well - being.					
	Through whole school testing and SEN specialist testing students are identified for access arrangements (exam concessions).					
	We offer alternative provision for a small number of students to ensure that we meet their needs.					
	We use resources tailored to the needs of pupils who require support to access the curriculum.					
	Targets are set effectively and are appropriate for pupils with additional needs.					
	The curriculum is reviewed to ensure it meets the needs of all pupils.					

Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*	To continue to work with the local authority and occupational health to ensure the site is accessible for student's needs.	Prepare carefully for transition of new learners and new needs arising. Review Risk assessments and ascertain need.	GJS/GRS	Ongoing	Site always accessible for needs of students with SEND
Improve the delivery of information to pupils with a disability	*In school we use Edukey, an electronic, to hold records and plans for disabled pupils. This ensures that all staff have access to key information and support strategies.* *Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Visual prompts*	To source and access specialist advice and training pertinent to particular students to ensure staff are equipped with knowledge needed to effectively support student. To use systems effectively to integrate information sharing and minimise complication.	Arrange training and assessment for students Develop expertise on information sharing systems to ensure a fluid approach.	GJS/TKS	Ongoing	Staff are equipped with all relevant information to enable them to plan and differentiate effectively for learners.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Adopted by the Board of Governors and recorded in the Minutes of the meeting held on: **26 September 2018**	**J Holland** **Chair of Governors**
Policy reviewed by the Headteacher on: **September 2019**	*C. Bramwell* **C BRAMWELL** **Headteacher**
Policy to be reviewed:	September 2019

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	.Multiple buildings all one storey	No immediate action required	N/A	N/A
Corridor access	All corridors of wooden/tiled construction with access from external doorway. Limited steps and ramp inclines.	No immediate action required	N/A	N/A
Lifts	None	N/A	N/A	N/A
Parking bays	4 designated disabled parking bays	No immediate action required	N/A	N/A
Entrances	Main entrance and all primary entrances to buildings accessible via ramp	No immediate action required	N/A	N/A
Ramps	External ramps to main entrances and mobile ramp to access classrooms in main building as required	No immediate action required	N/A	N/A
Toilets	2 disabled toilets in main building 2 accessible toilets in fox robin building	No immediate action required	N/A	N/A
Reception area	Accessible via ramp	No immediate action required	N/A	N/A
Internal signage	All buildings specific to faculty with clear classroom signage	No immediate action required		
Emergency escape routes	Clear signage and easy exit onto external grounds	No immediate action required	N/A	N/A