

# Westminster Primary Academy

## Accessibility Plan

### 2020- 2023

#### Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2014 (SENDA). The Board of Governors of Westminster Primary Academy recognises the following duties that this places upon them;

- 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 make reasonable adjustments to the school buildings, recognising that Grade 1 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA ask three requirements of the Governing body;

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. As part of the review process, a self-audit should be completed. This plan will be monitored and evaluated by the Board of Governors at least every three years. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

#### Disability and Westminster Primary Academy

*'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'* – the DDA definition of disability

Westminster's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind, the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Learning Difficulties and Disabilities Policy as well as Equal Opportunities Policy.

#### Access to this plan

This plan will be made available upon our school website and to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant

aspects of the school's development plan. This plan will be made available to Ofsted and ISI inspectors upon request.

### **Supporting Policies:**

Equal Opportunities  
Anti-Bullying  
Medical and First Aid  
SEN Report  
Educational Visits  
Curriculum Policies  
Health and Safety

### **Previous Adaptations made to the school;**

- Provision of a disabled parking bays in the visitor car park ( Westminster Road)
- Cloakroom / toilet facilities for the disabled.
- School site well sign-posted from main road
- Additional land purchased to provide green recreational/activity/sport space adjacent existing school playground.
- Car parking spaces clearly marked.
- Staff within school trained to deal with specific medical needs e.g physiotherapy, diabetes, celiac disease, allergies to enable all children to access the curriculum.
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- To encourage pupils to use an alternative means of recording by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology; Year 5 and Year 6 children have access to Notebooks and all classes provided with ipods/ipads.
- Installing ramps outside Reception, KS1 and KS2 departments for access to classrooms/school
- Annual training for diabetes/epi-pens/anna-pens/asthma linked to Annual Medical Health Care plan reviews.
- Learning Mentors working with our most vulnerable pupils and families
- Website made more accessible for those with visual impairments/dyslexia

### Strategy 2018-2019

Access	Target	Strategies	Outcome	Time Frame
Greater awareness and confidence of staff dealing with pupils with SLT	Audit staff's current training and experience. Lead TA supporting in class with advice from qualified therapist.	Staff training. (NHS SLT SHINE SLT)	SC/ DL/EB	Teaching strategies modified to account for the difficulties experienced by the child and thus better access to curriculum for children with SLT
Review meeting for new starters with sen/ medical needs?	Early identification of need. Annual update of Medical Health Care Plans.	Transition meetings.	AT/ SC	Required provision organised before start so access immediate.
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written formats into alternative formats	Existing budgets	SC /Class Teachers	The school will be able to provide written information in different formats as and when required.

### Improving Delivery of Written Information

Target	Action	Resources	Timescale	Responsibility	Outcomes
Update of Visitors to School Policy  Uploading of updated Accessibility Policy onto school website.	Current policies to be updated to ensure all visitors are aware of site facilities.	Time allocated	November 2019	LF/RF/SC	Policy to include information about facilities on site for disabled people.

New Provision Map format to be introduced to staff	New format for Provision map that is shared with parents. Focuses on interventions, their impact and future actions.	Time allocated.	December 2019	SC	To ensure information is shared with staff and amongst staff responsible for inclusion and thus improve curriculum provision for these pupils.
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Below is what Westcliff had on theirs ( yellow highlight) Have we any plans this year ?

Developing Access to the Physical Environment of School					
Target	Action	Resources	Timescale	Responsibility	Outcomes
Provision of dropped access to rear playground	Include in plans for ...	Improved access school into playground	February 2017	SW/CR - done	Improved access to all areas of school grounds
Review accessibility to main entrance.	Investigate cost of new intercom/ new doors	Existing Budgets	February 2018	ASt/CR	Improved access to main entrance.

S Collins

Date 17.9.19

To be reviewed Autumn 2023