

# Westminster Primary Academy

## Accessibility Plan

### 2023- 2026

#### 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 to the 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

## 2020-2023

- Forest School - purchase of land adjacent to the school playground and development of enhanced outside space.e.g. Wildlife pond
- Fizz Lab - Fully resourced science classroom for use by Westminster and outreach for other schools and the community ( 2022)
- Language Lab - designated room and lead practitioner to deliver language interventions (2022)

Strategy 2023 -2026					
Teaching and Curriculum					
Target	Action	Resources	Timescale/s	Responsibility	Outcome
All pupils have access to restorative conversation and advocacy.	Pupils are able to critically reflect on how their behaviour affects other children.	Restorative Conversation. Behaviour Advocacy. <u>Allocated Advocate for identified cohort.</u>	Established Spring 2023. To be fully embedded by Summer 2024	( Lead BL,LF,SC, DE, AM, JC)  <i>Designated Advocates</i>	Pupils through restorative conversation and advocacy will be able to make pro-social choices.
New PHSE curriculum across school.	To embed new PHSE curriculum.	'My Happy Mind' content/resources	Trail in Year 6 Summer 2023.Whole school roll out Autumn 2023 Interim review Summer 2024	( Lead BK, CH)	New PHSE curriculum embedded.
Pupils with EHCP in YRR/1 have needs fully met	Clear identification of need outcomes from EHCP plans.	1 x Teacher 2 x Support staff Designated room (A/1R)	Room ready equipped Autumn 2023 Interim review Autumn 2023	( Lead EH) VSm & additional TA)	Pupils with EHCP in YRR/1 have needs fully met

Targeted support for pupils with high-need SEN	Access to high-level differentiation.	2 x Assistant SENco 1 x SENco ( cover) 1 x HLTA	Room ready equipped Autumn 2023	( Lead BD) ( VS/ SC)	Pupils with high-need SEN access targeted support
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To be a Trauma Informed School.	All staff have training in Trauma Informed approaches.	Phased training for all child facing staff.	Autumn Term 2023 Established Summer 2024	Lead BL ( fCAT)	Westminster is a Trauma informed school
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### Improving the Delivery of Written Information

Target	Action	Resources	Timescale	Responsibility	Outcomes
Parents/carers better have improved communication with class teachers.	All parents/carers can access School Dojo Access link on DOJO	Dojo Parents/Carers Internet access	Established Spring 2022. To be fully embedded by Summer 2025	All teaching staff	All parents/carers can use and access School Dojo All parents/carers know how to seek support if required.
Parents/carers of pupils with SEND receive progress information termly.	Edukey plans target setting/review cycles termly.	Edukey	Embedded 2020 and ongoing	All teachers SENCOs	Parents/carers of pupils with SEND receive progress information termly.

### Developing Access to the Physical Environment of School

Target	Action	Resources	Timescale	Responsibility	Outcomes
Designated classroom for 7 pupils with EHCPs In Reception and Year 1	Equip and resource classroom.	Designated classroom Installation of sensory resources. <b>Provide toilet access.</b> Sink Purchase of equipment/furniture.	Fully ready equipped Autumn 2023 Interim review Autumn 2023	( Lead BL) ( SC, VS, RB, EH)	Designated classroom for pupils with EHCPs In Reception and Year 1
		LA SEND financial support.			
Designated classroom for targeted pupils high need SEN support.	Equip and resource classroom	2 x Assistant SENco 1 x SENco ( cover)	Fully ready equipped Autumn 2023	( Lead VS) ( BD/ SC)	Pupils with high need SEN receive targeted support.
All pupils have access to sensory, emotional nurture and mentoring support.	Designated classroom to enable the delivery of sensory, emotional nurture and mentoring support.	2 x TA 3	Designated classroom Fully ready equipped Autumn 2023	( Lead SC ) ( JW/TP)	All pupils have access to sensory, emotional nurture and mentoring support.

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Designation: SENco/AHT

Date: 16.9.23

To be reviewed Autumn 2026