

**Westfield Community Primary School**  
**Accessibility Plan 2018 - 2021**

## **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 pupils with SEND (special educational needs & disabilities) can participate in the curriculum
- Improve the physical environment of the school to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with SENDs

Westfield Community Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Westfield Community Primary School, we aim to:

- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under this Act.
- Ensure equality of opportunity for all pupils, regardless of any disabilities.
- Foster good relations between pupils who identify as being disabled and those that do not.

We are committed to providing a fully accessible environment, which values and includes all pupils, parents, staff and visitors. We will work together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning and feel safe, happy and valued.

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

Westfield Community Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding of SEND issues.

Our school supports any available partnerships to develop and implement the plan, including the Local Authority:-

- Special Educational Need Support Service (SENIS)
- Behaviour Support Team (BST)
- Autism Outreach Team (AOT)
- Visual Impairment Team (VIT)
- Hearing Impairment Team (HIT)

Collaboration with other professionals, including health & social care, also ensures that the plan is effective.

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.

We have included a range of stakeholders in the development of this accessibility plan, including:-

- Link governor for SEND
- Staff
- Parents (working party)
- Pupils (working group - identified as having SEND)

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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 [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 prem

## Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with SEND.	Our school offers a differentiated curriculum for all pupils.	Raise the profile of pupils with SEND.	Curriculum resources include examples of people with SEND.  Assemblies celebrate diversity e.g. Dyslexia Awareness Week.	Subject leaders  Phase leaders	Dec 2018  On-going	Pupils are aware of similarities & differences between themselves & others.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensure all staff (teaching & non-teaching) are aware of curriculum access needs for pupils with SEND.	CPD provided for in relating to each 'SEND' identified within school. E.g. VI/HI/autism.	SENDCo	On-going	Staff are competent & confident in meeting children's needs.
	Curriculum progress is tracked for all pupils, including those with SEND.	Ensure that pupils with SEND make progress in-line with pupils with no SEND.	Termly monitoring of assessment data & comparison of groups.	SENDCo	Termly	Pupils with SEND progress as well as pupils with no SEND in R/W/M.
	Targets are set effectively and are appropriate for pupils with SEND.	Include pupil & parent voice in reviewing <b>and</b> setting targets.	Revise PSP format to make pupil & parent voice more explicit – both to be included in PSP review meetings.	SENDCo	Oct 2018	Pupils & parents are actively involved in the plan, do, assess, review cycle and feel that they 'have a voice'.

	The curriculum is reviewed annually to ensure it meets the needs of all pupils.	Ensure that the curriculum meets the needs of all pupils, incl. those with SEND.	Records of discussion for pupils with SEND to be completed by classteachers.  Identify any curriculum areas that present as a challenge. Make reasonable adjustments to ensure participation for all.	Class teachers  Class teachers & SENDCo	On-going  On-going	All pupils participate fully in an engaging & exciting curriculum.
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	Ensure that, where possible, all areas of the school building and grounds, are accessible for all pupils & adults and to continue to improve access of the physical environment.  Ensure that the needs of pupils with physical/sensory &/or social, emotional & mental health (SEMH) are met.	Audit accessibility of school buildings & grounds & produce action plan.  Undertake any modifications that are identified through the audit.  Create a sensory room.	HT/DHT  HT/care-taker  SENDCo	Oct 2018  On-going  Dec 2018	Action plan identifies areas in which the physical access can be improved and time-scales for improvements to be made.  Any required modifications to the school building or grounds are made to facilitate ease of access for all.  Pupils with physical/sensory &/or SEMH needs benefit from 'time-out' and present fewer behavioral challenges. They are able to re-engage with learning more effectively after 'time-out'.

<p>Improve the delivery of information to pupils &amp;/or parents with SEND.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Text messaging</li> <li>• Dyslexia-friendly font</li> <li>• Pictorial or symbolic representations</li> <li>• Use of technology e.g. sound buttons, voice-recording devices</li> </ul>	<p>Ensure that all staff use a range of strategies to deliver information to all pupils, including those with SEND effectively.</p>	<p>Staff training re. 'Inclusive Practices' that promote effective delivery of information to all pupils.</p>	SENDCo	Dec 2018	Staff are competent & confident in meeting children's needs.
		<p>Ensure that the website is 'fully' dyslexia-friendly &amp; easily accessible.</p>	<p>Monitoring of classroom practice; engagement of pupils with SEND.</p>	SLT	On-going	
			<p>Consult parents re. ease of use of website &amp; ways in which it could be improved.</p>	SENDCo	Jan 2019	Identified areas for improvement have been identified.
			<p>Implement any improvements that are identified through the consultation.</p>	Concero/technical IT support	Apr 2019	Any improvements to the website are made to facilitate ease of access for all.

## **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 Governing Body, in consultation with the Head teacher.

## **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