

Accessibility Policy



Agreed by Staff	Spring 2021
Date for Review	Spring 2024



ACCESSIBILITY POLICY

Introduction

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Accessibility Plan must be reviewed every three years and approved by the Governing Board. The review process can be delegated to a committee of the Governing Board, an individual or the Headteacher.

Physical Environment

Westfield Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Westfield Infant School is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

1. Curriculum

Westfield Infant School has adopted this Accessibility Plan in line with the school’s SEND Policy with the aim of ensuring that the school is socially and academically inclusive. All pupils should have access to a full curriculum that provides opportunities to reach their potential.

Westfield Infant School SEN Information Report (Local Offer) outlines the provision that our school has in place to support pupils with Special Educational Needs and Disabilities (SEND). The school’s publication of equality information and objectives explains how we ensure equal opportunities for all our pupils. Increased access to the curriculum, physical access to the school and access to information are particular to pupils with SEND. The three-year Equality and Accessibility Plan and annual targets provide details of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively to the full benefit of the pupil’s development. Westfield Infant School has a duty to audit access to buildings and facilities and develop an Equality and Accessibility Plan covering a three-year period. Through implementation of the Equality and Accessibility Plan Westfield Infant School will aim to:

- increase the extent to which disabled pupils can participate in the school curriculum

- improve the physical environment of the school by increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- improve the delivery to disabled pupils and parent/carers of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parent/carers and the needs of the individual.

The school curriculum is regularly reviewed by the Headteacher, Year Group Leaders and Subject Leaders to ensure that it is accessible to pupils of all abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. At Westfield Infant School we do this by:

- keeping all staff fully informed of the SEND needs of any pupils including sharing progress reports, medical reports, allergies, dietary needs, family circumstances and teacher feedback. The use of CPOMS is available to all staff and the passport profiles of pupils from Class 7 MLD Unit as well as their EHCPs are shared with the staff in their individual inclusion classes
- ensuring that staff are up to date with SEND provision; regular training and learning opportunities are provided
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated and scaffolded where necessary
- making sure that individual or group teaching and learning is available where it is felt that pupils would benefit from intervention groups. Parent/Carers are kept informed of any intervention group work that is taking place for their child
- setting appropriate individual targets that motivate all pupils to do their best and celebrating achievements
- listening to pupils' views and taking them into account in all aspects of school life
- listening to parent/carers views.

2. Sensory and Physical Needs

The school has some of the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school, for example ramps and disabled toilets
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication, Makaton signs and symbols
- provision of tactile and kinaesthetic materials where appropriate
- access to specialist aids, equipment or furniture as appropriate for individual pupils
- regular and frequent access to specialist support from outside agencies for individual pupil needs and sharing any information given with relevant staff and parents/carers.

3. Reasonable Adjustments

The school will make reasonable adjustments for individual pupils who need extra provision beyond that which is already in place. This will ensure that all pupils are involved in every aspect of school life and that all barriers to learning are removed. These may fall under the following headings:

The Building and Grounds:

- audio-visual fire alarms
- assistance with guiding where appropriate and applicable for individual needs.

Teaching and Learning:

- additional equipment and resources to meet a specific learning need
- extra staff assistance.

Methods of Communication:

- Makaton is used throughout the school to aid communication with all pupils
- Class 7 MLD Unit has a Sound Field System
- Website is in place and used to communicate information to parent/carers
- Letters, emails, text messages and individual home/school communications
- The school website can be accessed in languages other than English and translators provided when necessary and appropriate.

The Equality and Accessibility Plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school. Annual targets will be monitored and evaluated and a report presented to Governors.

Adopted by the Governing Board and Signed by

Chair of Governors

Date: 11.2.21

Westfield Infant School Equality and Accessibility Three Year Plan 2021 – 2024

This plan takes into account the nine equality strands, (known as protected characteristics) as detailed in the Equality Act 2010 and the nine guiding objectives outlined in The Single Equality Policy. Please also see Westfield Infant School Annual Targets for Equality and Accessibility Plan for further details.

Aim	Current practice	Responsibility	Timescale	Success Criteria
Increase access to the curriculum for pupils with SEND and EAL	<ul style="list-style-type: none"> • Our school offers a differentiated and scaffolded curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • 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 	Headteacher Subject leaders SENDCo Governors Curriculum sub-committee	Annually	The curriculum meets the needs of <i>all</i> pupils, and can be successfully adapted for pupils with SEND. Pupils are able to reach their full potential.
Improve and maintain access to the physical environment	<p>The environment has some adaptations to allow greater access for pupils with disabilities, including</p> <ul style="list-style-type: none"> • External ramps to entrances • A wheelchair accessible parking bay • Wheelchair accessible toilets • A Sound Field System in the MLD Unit 	Headteacher Premises Officer Governors Premises sub-committee	Annually	The physical environment is accessible to all, and reasonable adjustments are made in accordance with the Disability Discrimination Act

Maintain and improve the delivery of information to pupils, parents and carers	<ul style="list-style-type: none"> • Newsletters • Text to Parents service • E-mails • Website • Messages via learning platforms • Meetings, either face-to-face or remote 	Headteacher Teaching staff Office staff	Annually	All parents, carers and pupils can readily access information provided by the school
Ensure that staff and governors receive appropriate CPD to meet the needs of all pupils including those with SEND and EAL	<ul style="list-style-type: none"> • Annual CPD programme based on SDP priorities which will reflect changing needs of pupils 	Headteacher Teaching staff SENDCo	Annually	Staff and governors have the skills, knowledge and understanding to meet the needs of all pupils