

Westfield School Accessibility Plan 2016-19

Updated December 2016

1. Schools' Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The Equality Act (2010) states that a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is part of this document showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria have been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.

2. Schools Aims

At Westfield School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

As stated above, Westfield School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Westfield School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Westfield has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Bedford Borough SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Early Years Advisory Teacher
- Advisory Teacher for Visual Impairment
- Sensory Team
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Local Special Schools
- Educational Psychology Service
- SEND Team Advisory Teacher for SEN
- CAMHS
- GPs and paediatricians

- School Nurse Team
- Counselling
- Other advisory services and charities
- EWO

The school's governors, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pastoral leaders to access Early Help and other agencies, e.g. Young Carers
- Qualified SENDCO and SEND Administrator
- Advice, assessment and support from Speech and Language Therapist
- iPads / access technology
- Range of literacy and maths interventions
- Two level 3 qualified Eklon teachers for Speech and Language support
- Resourced sensory room
- Full range of enrichment programmes and workshops to support pupils with social, emotional and mental health needs
- Specific Learning Difficulties (SpLD) interventions, e.g. Dyslexia, Toe by Toe Access to ALL extra-curricular activities and clubs, art, enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- First Aiders (including paediatric first aid)
- Outdoor learning
- Use of diagnostic assessments
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

Current Actions: Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats.

4. Review and Implementation

The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed three yearly by the Finance and General Committee consultation with the larger school community, parents and school council.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

To allow the school to track progress and demonstrate how it is actively fulfilling its duty.

Information on how to view this plan is included in the Disability Equality Scheme and on the school's website.

Actions

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2018	Achieved
Training for staff on increasing access to the curriculum for all pupils	SENDCo	Staff training On-going training.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met	delivered for all support staff.	
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo DH/HT	Specific training in word processing skills through Touch Type Programme. Coloured overlays for pupils. Specially shaped pencils and pens for pupils with grip difficulty.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.	Range of specialist equipment and resources in place for pupils with physical needs.	
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	SENDCo HT	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Cost of re-decoration Build into maintenance budget	In place & ongoing	Physical accessibility of school increased Areas maintained on a regular basis.	School site decorated in cream with contrasting blue for door surrounds etc. Posts covered in protective cubes.	

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2018	Achieved
Provision of wheelchair accessible toilets with changing facilities	HT	Maintain a wheelchair accessible toilet with changing tables.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased Wheelchair accessible toilet and changing facilities available	Wheelchair accessible toilets available in all parts of the school,	
Improvements to help the visually impaired	HT	Areas highlighted in yellow / non-slip paint		Complete and on-going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.		
Access into school and reception	HT	Designated disabled parking Lift fitted and regularly maintained Clear route through school for disabled people, allowing access to all areas	Cost of maintaining automatic door	Complete and ongoing	main entrances and buildings are fully accessible,	Designated spaces for parking. Lift on site Clear access route through school. Evac chair in place for emergency use of stairs.	Yes - maintain

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2018	Achieved
Improve educational experiences for visually impaired pupils	HT	Ensure blinds in all classes are effective Develop sensory garden.	Maintenance costs	ongoing	Teaching aids, white boards etc., more easily seen & learning experiences of pupils enhanced.	Blinds in place in all classroom. Early Years garden enhanced.	Yes
Improve the quality of provision for children with specific special needs.	SENDCo / HT	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.		By September 2018	The school experience enhanced for children with specific special needs.	Number of quiet spaces identified around school and prioritised for targeted pupils.	
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2015	Achieved
Maintain Safe Access around exterior of school	HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground`s maintenance contract	ongoing	Disabled people to move unhindered along exterior pathways	Clear access in all parts of the school.	Yes - maintain

Access to the Curriculum					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting	June 2018	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Gain the Inclusion Quality Mark	HT/SENDCO	Implementation of the quality mark in school	Funding	Ongoing from December 2017	Achieve all aspects covered under the quality mark
Appropriate use of specialised equipment to benefit individual pupils & staff	SENDCo	Reasonable Adjustments in the Classroom Checklist to be shared with all staff.	Specialist equipment	In place & ongoing In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Parental and pupil feedback	SENDCO	Questionnaire / consultation with parents of pupils with SEND.	July 2018	Feedback used to inform future priorities and school improvement.	

Access to the Physical Environment					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Improvements to aid those with a visual impairment	Site Manager	Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint	H&S budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improvements to aid access those with an impairment	Finance Manager	equipment, where appropriate	H&S budget	Ongoing	More independent access and wayfaring for pupils with an impairment or disability.
Improve signage to indicate access routes around school	Finance Manager Site Manager	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed	February 2018	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
Improve the quality of provision for children with specific emotional needs	SENDCO / Pastoral Managers	Increase number of tranquil spaces within school for pupils with additional needs	H&S budget and SEN budget	For September 2018	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a

					designated space.
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	Finance / Site Manager	Follow advice on contrasting colours & re-decorate as necessary.	Cost of re-decoration Build into maintenance budget	Ongoing	Physical accessibility of school increased. Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.
Provision of wheelchair accessible toilets with changing facilities	Finance / Site Manager	Maintain a wheelchair accessible toilet with electronic changing tables. In both parts of school and swimming pool.	Build into maintenance budget	Ongoing	Physical accessibility of school increased. Regular service checks in place.
Safe access around exterior of school	Site Manager	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways.
Disabled parking	Headteacher	Ensure disabled parking spaces are	None	Ongoing	Disable badge holders always able

		always available for those parents and pupils provide a bay at the Reception end of the school			to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
Outdoor sensory provision	SLT	Develop Peace Garden and outdoor areas in terms of seating, quiet time and sensory stimulation	School Improvement	Summer 2017 and ongoing	Outside areas used more effectively to increase access for pupils
Access to Written Information					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	HT	All staff and parents aware of services available for requesting information in alternative formats.	Contact details & cost of translation / adaptation	February 2018	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.