

*Westfield Community School
Accessibility Plan*

WESTFIELD COMMUNITY SCHOOL



Accessibility Policy and Plan

January 2024

This plan has been written in collaboration with parents, pupils, staff and governors at Westfield Community School

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Definition of Disability

"...When a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

Equality Act 2014

Main Objectives

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

Principles

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum.
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- and improving the availability of accessible information to disabled pupils.

Westfield Community School has regard for the need to provide adequate resources for implementing plans and must regularly review them. This accessibility plan is a freestanding document, it is also published as part of other documents/policies where relevant.

The school recognises its duty under the Equality Act 2010

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

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The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.
- This plan will contribute to the review of the school development plan and to related school policies/ documents including SEND Policy, EAL Policy, Medical Needs Policy, SEND information report and Equality Policy.

Provision

This section outlines the main provisions Westfield Community School has made and is planning to make to achieve the key objectives.

Delivery of the Curriculum

Staff receive training in making the curriculum accessible to all pupils and are aware of its importance.

The school will continue to seek and follow advice of LA services, such as specialist teacher advisers, educational psychology, sensory support team, SEND inspectors/ advisors, outreach services and appropriate health professionals from the local NHS Trusts

Physical Environment

The site is new, and accessibility was already taken into consideration when planning the school. Even though the building is two floors, the school is one level with regard for wheelchair users making the majority of the site. The second floor has a lift accessing the offices which are upstairs, as well as two flights of stairs (both with fire evacuation chairs).

The school consider the needs of pupils, parents, staff, governors and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The plan is also available on the school website or on request to the headteacher, in the following formats: - e-mail, enlarged print version, other formats by arrangement.

Parents/Guardians/Shared Community

It is the school's responsibility to keep all aware and updated on its accessibility, including parents/guardians. The school will publish its Accessibility Policy on its website to inform all involved with the school of their duties. This will be taken into consideration when setting out the Accessibility Plan.

Introduction to Accessibility Plan

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law, and it extends protection from discrimination in some areas.

The current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The law on disability discrimination is different from the rest of the Act in several ways. It works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day-to-day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- Westfield Governing Body have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other.

The school's accessibility plan will be resourced, implemented and reviewed and revised regularly.

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Improving access to the physical environment

Short term Targets	Actions	Timescale	Responsibility	Outcomes
1. School is aware of the access needs of disabled children	a) Create access plans for individual disabled children including risk assessments, HCPs, EEPs where needed	Sept 2023 Sept 2024 Sept 2025	Inclusion Manager Pastoral Manager	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
2. Parents aware of access arrangements for disabled children regarding school car park	a) Regular reminders sent home to parents as well as staff regarding disabled parking bays. Clear display of disabled posters in place for disabled access into school grounds b) Further posts and keys for allocated car park spaces when required	Ongoing from Sept 2023	Governing body	Pupil access for disabled persons highlighted in a target to raise awareness amongst families, staff and governors in commitment to meet access needs.
Medium term Targets	Strategies	Timescale	Responsibility	Success criteria
1. Documentation clearly states how we will provide access	Review of documentation.	Jan 2024	Inclusion Manager ICT technician	Documentation provides full information. Website to let parents know they can ask for access to information if it is not accessible currently
Long term Targets	Strategies	Timescale	Responsibility	Success criteria
1. Ensure all pupils with additional needs can access all areas of the school outdoor areas and curriculum	a) Create access plans for individual disabled children as part of class profile process b) POD 1 – keypad to be fitted c) Sensory rooms set up within each phase of school – break out rooms	Sept 2024 Sept 2025	Inclusion Team School Business Director Headteacher/ governing body	Children able to gain full access.

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Improving access to the curriculum				
Short Term Targets	Actions	Timescale	Responsibility	Outcomes
1. Increase confidence of staff in adaptation to the curriculum	a) Assign staff meeting /training for each specific subject b) Learning walks/ scutinies by inclusion team focus on environments / planning etc	Sept 2023 Sept 2024 Sept 2025	Inclusion Co ordinators	Raised confidence of staff in strategies for differentiation and increased pupil participation.
2. Develop consistent approach to alternative recording in school in terms of assessment	a) Use of assessment system for significant needs pupils b) further scrutiny and moderation	Dec 2023 Dec 2024 Dec 2025	Inclusion team POD staff Assessment team	All staff confident and consistent in range of alternative recording.
Medium Term Targets	Strategies	Timescale	Responsibility	Success criteria
1. Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Review PE curriculum to include disability sports c) Ensure enrichment activities are easily accessible, holding no barriers for pupils with SEND	Apr 2024	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
2. Review all curriculum areas to include equality and diversity issues	a) Include specific reference to disability/ SEND equality in all curriculum reviews b) Scrutiny of PSHE curriculum to address equality issues c) Assemble resource box of equality work for pastoral (transition etc)	Jan 2024 Apr 2024 June 2024	Inclusion team PSHE Co-ordinator Pastoral team	Gradual introduction of disability issues into all curriculum areas.
Long Term Term Targets	Strategies	Timescale	Responsibilities	Success criteria
1. Ensure TAs have access to specific training on disability issues	a) Audit TA training already received, plan for areas regarding individual children b) Identify training needs to inform PDR process	Jan 2025	Inclusion team and Asst Head (CPD)	Raised confidence of TAs as above.
2. Ensure all disabled children under the equality act, participate equally in after school/lunch activities	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for excluded pupils c)EAL ambassadors and lunch monitors/ PE prefects/ playleaders to support this	Sept 2025	Pastoral Team Inclusion Team PE coordinator	Children identified under the equality act are confident and able to participate equally in out of school activities.

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Improving access for information for Parents/ Guardians				
Short Term Targets	Actions	Timescale	Responsibility	Success criteria
1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English, access to EAL parents c) Make newsletter in relevant alternative formats clearly state on website when necessary, e.g. large print, Braille if necessary	Annually from Sepr 2023 to Sept 2026	Headteacher Inclusion Team	All parents getting information in format that they can access e.g. tape, large print, Braille.
2. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews	From Dec 2020	Inclusion Manager	Staff more aware of parent's preferred methods of communication.
Medium Term Targets	Actions	Timescale	Responsibility	Success criteria
1. Establish EAL as an accessible need	a) Routinely offer Interpreter to EAL parents for all meetings, if necessary	From Sept 2024 - ongoing	Class teachers Inclusion Manager	EAL parents understand information relayed to them
Long Term Targets	Actions	Timescale	Responsibility	Success criteria
1. Produce accessible leaflet and increase support for parents of disabled children	a) Work with parents of disabled children to produce an accessible SEND leaflet for parents b) Routinely distribute information for parents on website	By Jan 2025	Inclusion Manager	Increased confidence of parents of disabled children and those with SEND to support their children's education.
2. Set up an initial meeting for EAL ambassadors with a visual board and booklets of what they need to know i.e. uniform, lunch, times, website, homework	a) work with representative EAL ambassador group to get ideas of what is good to know b) work on a booklet and a visuals board	Jan 2026	Inclusion Team Working team of Tas	A smoother transition to starting school with all parties aware of any concerns etc

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Improving Access for Information for Children				
Short Term Targets	Actions	Timescale	Responsibility	Success criteria
1.Children become more aware of their own learning styles and access needs	a) Children more aware through setting of their own child friendly targets b) Child centred plans for children with additional needs	Jul 2024 and ongoing	Personalised learning manager Inclusion manager	Children able to articulate their access needs and understand their own learning styles.
Medium Term Targets	Actions	Timescale	Responsibility	Success criteria
1.Teachers to give some thought to communication in its widest sense and review likely barriers to communication in the light of technological and other alternative forms of communication	a) State in planning where necessary the thought given to pupil's who have difficulty in accessing information i.e. Visually and hearing impaired, EAL and other children who may have a communicative barrier to learning Scrutinies and feedback to individual teacher	By Dec 2025	All teachers Inclusion coordinators	Children able to access curriculum overcoming barriers to learning.
Long Term Term Targets	Strategies	Timescale	Responsibility	Success criteria
1. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit SEND ICT and other resources and make list available to all staff - box of SEND resources for each year group with their own resources within it b) Training sessions- use of resources/ software	Feb 2026	ICT co ordinator ICT technician Inclusion Team	Wider use of SEN resources in mainstream classes and ability to identify suitable resources for specific additional needs
1.Ensure a good representation of ethnic, cultural, disabled and non-disabled, gender unbiased in all curriculum and media used throughout school	a) Scutinies including learning walk b) All subject leads to check media and resources used in their subject area to ensure full coverage in terms of equality representation	Jan 2024 and ongoing	Inclusion team Subject leads	Children to develop positive attitudes about themselves as well people who are different from themselves. Equality and diversity is embedded in all areas of the curriculum. Pupils given opportunity to explore prejudice/ discrimination, and positively explore difference - race/ethnicity, religion/belief, gender, disability.