



The Weston Federation

## Accessibility Plan - 2016-19

### **Background to Accessibility strategy and Purpose of the plan**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in schedule 10 relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

(The Weston Federation) are committed to providing an accessible environment which values and includes all staff, parents, pupils and visitors. We will challenge negative attitudes about disability and accessibility and strive to develop a culture of awareness ,tolerance and inclusion.

The Weston Federation will ensure accessibility of provision for all pupils, staff and visitors by formulating a three year accessibility plan. This plan will be updated annually.

# The Action Plan

There are 3 different areas to be considered within the plan.

1. **Improving Education and related activities** – We will continue to seek and follow the advice of Local Authority services such as specialist advisory teachers/health professionals, making reasonable adjustments as necessary. Through monitoring and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils in our school. We aim to meet every child's need within mixed ability, inclusive classes with appropriate support where required. We ensure that the wider curriculum of the school is available to all pupils such as participation in after school clubs, school visits etc.
2. **Improving the physical environment** – We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements/refurbishments of the school buildings and grounds. We have modern accessible buildings with ramps/lifts where necessary. In exceptional cases we add specialist facilities as necessary.
3. **Improving the provision of information** – The school will make itself aware of available local services and information. Information will be provided in alternative formats where required or requested. Where a particular need is identified we will provide the relevant support and materials/resources with advice from appropriate professionals.

The three year Action Plan for **physical accessibility** relates to the access audit of the school which is undertaken regularly. This will be re visited on an annual basis prior to the end of the plan. The Governors have regard to accessibility termly in the Health & Safety Committee. Information about the Accessibility Plan is published on the schools websites and in the Governors Annual Report.

## 1. Improving Education/Access to the curriculum

| Targets   | Strategies  | Timescale | Responsibility       | Success Criteria   |
|---|---|-----------|----------------------|--|
| To ensure that teaching and support staff have specific training on disability issues where | Senior Leaders to identify training needs in Autumn term during Performance Management. SENCO to identify training needs at | Ongoing   | Senior Leaders/SENCO | Raised confidence of all staff/increased ability to meet the needs of SEN/disabled pupils. |

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| appropriate   | SEN consultations.  |   |  |  |
| To ensure that all staff are aware of disabled children's curriculum access/medical needs/care plans. Transition plan for SEN/Disabilities for cross phase working. | Transition meetings/use of pupil passports /information sharing with SENCO/Assistant SENCOs Register of all pupils with medical needs accessible in ALL classrooms.                 | By the end of summer term each year or as required- Ongoing | SENCO/Assistant SENCO                      | All staff are aware of individual pupil's needs.   |
| To ensure that all visits and trips are accessible to all pupils  | Ensure that all venues and transport are assessed for suitability. Complete risk assessments. Liaise with parents   | Ongoing   | SENCO/EVC (Educational visit coordinator)  | All pupils are able to access all school trips and take part in a range of activities.                                 |
| To ensure that PE curriculum is accessible to all pupils  | Regular review of PE policy. Pupils supported as required. Liaison with parents   | Ongoing   | PE coordinator/SENCO                       | All pupils have access to PE and are able to excel with support where required.  |
| To ensure that curriculum reviews and planning include disability issues where appropriate  | Specific reference to disability equality to be considered in all curriculum reviews. Specific support for SEN/disabled chn to be included in planning. ICT support to be provided. | Ongoing   | Subject coordinators/Senior Leaders/ SENCO | Introduction of issues regarding disability in all subject areas and subsequent adjustment to curriculum if necessary. |

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| <p>To ensure that all children are able to access work surfaces/toilet/play facilities.<br/>Classrooms are organised to promote independence of all pupils.</p> | <p>Advice from SENSS will be sought in regards to specialist seating/use of foot support in classrooms where appropriate. The layout of furniture and equipment is adapted to support the learning process.<br/>Toilet areas will be of an appropriate size to the age of the children, fitted with rails and steps provided where necessary.<br/>Outdoor area will have 'soft-play' surface .( INFANT SCHOOL)</p> | <p>Ongoing</p>     | <p>SENCO/Senior Leaders</p> | <p>All children will be able to access classroom furniture eg: tables/desks<br/>All children will be able to access toilet areas independently (if able)<br/>All children will be able to access the outdoor area with support if required)</p> |
| <p>To ensure that SEN/disabled chn are included in lunchtime/after school/out of school activities and ensure compliance with DDA requirements.</p>             | <p>Discussions between Parents/Senior Leaders/SENCO to be arranged.<br/>Decisions/adjustments to be passed to relevant staff.</p>  | <p>As Required</p> | <p>Senior Leaders/SENCO</p> | <p>Disabled/SEN children are able to access all aspects of school life.</p>   |
| <p>To develop links with specialist providers/Special schools- Outreach programme.</p>  | <p>'Outreach' support accessed where necessary and any training opportunities provided by them to be taken up.</p>   | <p>Ongoing</p>     | <p>SENCO</p>                | <p>Increased understanding of the opportunities available to children.</p>  |
| <p>To ensure that all children with SEN</p>   | <p>SENCO/Site Manager to liaise with staff to compile</p>  | <p>Ongoing</p>     | <p>SENCO/SITE MANAGER</p>   | <p>Disabled children evacuated safely.</p>  |

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| disability have a PEEP in place to support evacuation procedures. | PEEPs. Termly overview and staff liaison. Site Manager to monitor and evaluate the effectiveness of the plan in evacuation procedures. |  |  | Staff have detailed plan for evacuation. |
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## 2. Access to the Physical Environment/ AUDIT

An Access Audit was carried out by Governors and Senior staff on H&S Committee.

### WESTON HEIGHTS INFANT SCHOOL

| ACCESS REPORT REF. | ITEM                                    | ACTIVITY   | TIMESCALE      | RESPONSIBILITY                        | COST  |
|--------------------|---|--|----------------|---------------------------------------|-------|
| 1                  | Signage                                 | Appropriate signage for EAL members of the community | September 2017 | Site Manager/Senior Leaders           | £250  |
| 2                  | Automatic door access to front entrance | Automatic door to access reception area              | Autumn 2018    | Senior leaders/Governors/Site Manager | £2000 |

### WESTON COYNEY JUNIOR SCHOOL

| ACCESS REPORT REF. | ITEM    | ACTIVITY   | TIMESCALE      | RESPONSIBILITY              | COST |
|--------------------|---------|--|----------------|-----------------------------|------|
| 1                  | Signage | Appropriate signage for EAL members of the community | September 2017 | Site Manager/Senior Leaders | £250 |

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|---|---|---|-------------|---------------------------------------|-------|
| 2 | Automatic door access to front entrance | Automatic door to access reception area | Autumn 2018 | Senior leaders/Governors/Site Manager | £2000 |
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### 3. Access to information

| Targets  | Strategies  | Timescale   | Responsibility       | Success Criteria   |
|--|---|-------------|----------------------|--|
| To Ensure that signage is available in other languages   | Welcome sign to be placed at Reception area to school   | Autumn 2017 | Senior Leaders       | All people will be made to feel welcome in the school  |
| To ensure that people of all Ethnic backgrounds are able to access school information            | To determine preferred language/format of communication between school/home<br>To make available, school newsletters and other information for parents in alternative formats when specifically requested | Ongoing     | SENCO/Office Manager | All staff will be aware of preferred methods of communication and all parents/carers will feel included and information will be accessible to all. |
| Raise awareness of adults working at the schools on the importance of good communication systems | Staff training (external and in-house)  | Ongoing     | SENCO/Senior Leaders | Pupils needs are met more effectively  |

**Reviewed by Governors - Spring 2017**

**Date for review Spring 2018**