



Weston Infant and Junior Academies The Weston Federation

Accessibility Plan – 2024-27

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 Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

Weston Infant and Junior Academies (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.

Weston Infant and Junior Academies (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 revisited 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

In order to increase the extent to which disabled pupils can participate in the school's curriculum, the following practice is in place in addition to the identified targets below:

- Senior Leaders identify training needs in the Spring Term and liaise with SENCO
- Transition meetings held and transition plan created for children with SEN/Disabilities.
- Register of all pupils with medical needs accessible in ALL classrooms and updated when new pupils are added.
- Care plans created with parents along with Health Visitor/school nurse where appropriate and reviewed annually
- All venues and transport are assessed for suitability.
- Risk assessments completed.
- Regular review of PE policy. Pupils supported as required. Liaison with parents.
- Adaptations made where necessary to support individual pupils.
- Advice from the occupational therapy service is sought in relation to specialist seating needs, fine and gross motor difficulties etc.
- Furniture and equipment is adapted to support the learning process.
- Toilet areas will be of an appropriate size to the age of the children, fitted with rails and steps provided where necessary to provide disabled access.
- Outreach' support accessed where necessary and any training opportunities provided attended.
- SENCO and Site Manager liaise with staff to compile PEEPs where required.
- Individual evacuation plans are created for disabled pupils where necessary.

- Site Manager monitors and evaluates the effectiveness of plans regarding evacuation procedures.

1.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To provide support to pupils with communication difficulties in order to access the curriculum	Training and advice to support pupils identified with communication & Interaction as an area of need. Further in depth training of attention Autism programme to be attended by key staff member.	Ongoing	SENCO to determine need of training and source training Principal to arrange training	Pupils with communication difficulties are well supported in the use of specific programmes which improve access to the curriculum
To provide support to pupil with choking/feeding difficulty	Close liaison with Parents, Medical professionals and Speech and Language Therapy Service. 1:1 adult support provided at lunchtimes Medical menu in place	Ongoing	SENCO to liaise with staff, parents and all agencies to share information	Pupil with choking/feeding difficulty is able to access full days in school
To ensure support is provided as required for pupil with tracheostomy	Close liaison with Parents and Medical Professionals and other agencies as required in order to meet the pupils needs Staff training has been given by the Community paediatric nurse	Ongoing	SENCO to liaise with staff, parents and all agencies to share information	Pupil with tracheostomy will have needs met
To ensure that pupils with medical needs can access out of school visits.	Key person to be allocated to ensure safety of pupils with medical needs during out of school activities. Close liaison with Parents and Medical Professionals where required	Ongoing	Principal/SENCO	Pupils with medical needs are able to access out of school activities
To ensure the engagement of pupils with behaviour difficulties and minimise the need for fixed term suspensions.	Adult support provided to follow pupils' behaviour/support plans under the direction of the SENCO and external advisors	Ongoing	SENCO/Principal and person providing support in class	Pupils with behavioural difficulties avoid fixed term suspensions and are able to

				participate in the curriculum
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2. Access to the Physical Environment/ AUDIT

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

WESTON INFANT ACADEMY

ACCESS REPORT REF.	ITEM	ACTIVITY	TIMESCALE	RESPONSIBILITY	COST
1	To ensure that steps are clearly visible to all and risers on steps are painted in contrasting colours.	Paint the steps using white or yellow Non-slip paint. between the Year 1 classroom and the outdoor learning environment.	September 2025	Site Manager/Senior Leaders	£150
2	To ensure pupils using the EYFS playground can access the area safely.	Installation of gate and fence by the side of the garage.	September 2025	Site Manager/Senior Leaders	Quotes to be sourced

WESTON JUNIOR ACADEMY

ACCESS REPORT REF.	ITEM	ACTIVITY	TIMESCALE	RESPONSIBILITY	COST
1	To ensure that steps are clearly visible to all and risers on steps are painted in contrasting colours.	Paint the steps using white or yellow Non-slip paint in the outdoor learning environment.	September 2025	Site Manager/Senior Leaders	£150

2.	To ensure a more stable walking area outside of the ground floor level of KS2 classrooms.	To replace the uneven slabs.	September 2026	Site Manager/Senior Leaders	Quotes to be sourced
3.	To ensure a more stable walking area to the rear of the DDC,	To replace the uneven slabs.	September 2026	Site Manager/Senior Leaders	Quotes to be sourced
4.	To ensure access onto site for parent with a disability buggy.	Give parent parking access outside of the main school playground.	September 2024	Site Manager/Senior Leaders	N/A

3. Access to information

In order to improve the delivery of information (which is readily accessible to pupils who are not disabled) to disabled pupils/parents the following practice is in place in addition to the identified targets below:

- School letters can be provided in large-print.
- Preferred language/format of communication between school/home is determined upon entry
- School newsletters and other information for parents is available in various formats which are amended when specifically requested
- Class do-jo which has a translation option is used to communicate with parents

Targets	Strategies	Timescale	Responsibility	Success Criteria
To provide support to pupils with communication difficulties requiring the use of Makaton/PECS/Cued articulation etc.	To procure training in the use of Makaton/cued articulation/PECS for key staff working directly with pupils with communication difficulties who require this alternative method of communication where required	Ongoing	SENCO to determine need of training and source training Principal to arrange training.	Pupils with communication difficulties are well supported in the use of their required method of communication.

To provide support to pupils with communication difficulties in order to access the English element of the curriculum	To procure training in the use of specific programmes that have been advised by external agencies to support pupils access to the curriculum	Ongoing	SENCO to determine need of training and source training Principal to arrange training.	Pupils with communication difficulties are well supported in the use of specific programmes which improve access to the curriculum
To ensure that the pupils with epilepsy have support in class to ensure that they have not missed any information in class due to absence seizures	All staff working with pupils with epilepsy to be made aware (via updated medical lists/healthcare plans and SEN procedures) of the need to ensure their understanding of each task that they are required to complete.	Ongoing	SENCO to ensure that updated medical lists/Healthcare plans/SEN procedures are shared with all staff working with pupils with epilepsy	Pupils with epilepsy are supported to complete tasks when they may have missed vital information due to absence seizures.

Reviewed by Governors at the LGC meeting 10th December 2024 Date for review: December 2027