Westlands First School

Accessibility Plan
Reviewed March 2020 – March 2021

Introduction

Duties under Part 5A of the DDA (Disability Discrimination Act) require the governing body to:
- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:
- 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils. This scheme will run for a period of 3 years. Schools have a duty to implement, review and revise their plans and strategies during this period of time, where necessary.

Aims of the Accessibility Plan

This plan outlines how Westlands First School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

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A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed annually to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Definition of Disability

For a health condition to be considered 'a disability' under the DDA, it must have already lasted or be going to last for at least twelve months. It must also have a substantial and adverse effect on your ability to carry out 'day to day' activities, which the DDA defines as including:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

Publicising Plans

Maintained schools have a duty to make their plans publicly available via the school website.

The accessibility audit

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
Visual disabilities – this includes those with visual impairments and sensitivities
Auditory disabilities – this includes those with hearing impairments and sensitivities
Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Identification of barriers of Access to the physical environment

Question/Target/Priority	Yes/No	Action Required	by whom	Evidence of completion / already in place
Set up systems to involve disabled people	**Yes**	Seek the views of disabled pupils and parents during subject monitoring time/ through IPMs.	SLT/Subject co-coordinators	Appropriate provision is available in each subject for all pupils.
Does the size and layout of the school including all academic, sporting, play, social facilities, classrooms, halls, canteen, gymnasium, outdoor sporting facilities, playgrounds etc allow access for all?	**Partial**	There needs to be suitable tables to allow the use of wheelchairs, if the need arises.	LA as the need arises	Access to all areas of school is suitable for all. On the ground floor there are access ramps
Can all who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Partial	KS2 classrooms would require access via a stair lift, the school does not see this as reasonable, given its overall size.	LA/ Governors as the need arises	All in wheelchairs are able to move around school without experiencing barriers to access eg on the ground floor there are access ramps, double doors, disabled toilets. KS2 is not accessible, however parents' events for KS2 are not held upstairs. Provision for a child in a wheelchair would be available downstairs.

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes	On-going monitoring	Governors/SMT/On-going	Due to the layout of the school there are already clearly defined routes. Cars are parked well away from the children's entrance. Disabled parking spaces are available close to the building.
Are emergency and evacuation systems set up to inform ALL pupils including pupils with SEN and disability, including alarms with both visual and auditory components?	Partial	School to consult with LA on how this should be undertaken. At the moment exit points display emergency evacuation signs in a pictorial form however there is no visual component to the fire bell alarm. Any child/ adult with auditory impairment would be supported via a PEEP.	LA/Governors	Emergency evacuation systems are set up to inform ALL. PEEPs are in place for identified children- system tested via termly evacuation drills. Those with a hearing impairment will be supported by staff in the event of an evacuation taking place.
Are non-visual guides set up to assist people to use buildings including lifts with tactile buttons?	No	School to consult with LA on how this should be undertaken, should the need arise.	LA/Governors	
Could any of the décor or signage be considered to be confusing or disorientating for disabled persons with visual impairment, autism or epilepsy?	No	On-going monitoring	Governors/SLT On-going	Décor and signage is clear and suitable for all disabled persons.
Are areas to which people have access well lit?	Yes	On-going monitoring	Governors/SLT On-going	Areas to which people have access are well lit.

Are steps made to reduce background noise for hearing impaired people such as considering a room's acoustics/noisy equipment?	Yes	On-going monitoring	LA/Governors	Steps are made to reduce background noise for hearing impaired pupils and those children hyper awareness. Teachers use any supporting sounds systems, as advised by the hearing impairment service. Parents who have a hearing impairment will be given opportunities if necessary to hold discussions in school in a quiet area. For school play performances the option to sit near the front will be provided.

Identification of barriers of Access to the curriculum

Question/Target	Yes/ No	Action Required	Timescale / by whom	Evidence of completion / already in place
Ensure that teachers/TAs have the necessary training to support disabled pupils	Yes	Staff to be trained in the needs of disabled pupils, eg epi pen training, supporting the visually impaired child. Specific support for identified children with conditions such as autism.	RR to explore training with LA as appropriate	NB staff are already well-trained in the needs of SEN/ disabled pupils. Staff given advice from specific services, as required. Parents consulted on how best to support children who have additional needs.

Are classrooms optimally organised for disabled pupils?	Yes	Advice taken by outreach team for physically disabled child. Advice for visually impaired child sought and followed.	RR/LA when appropriate	Staff given advice from specific services, as required. Parents consulted on how best to support children who have additional needs
Lessons provide opportunities for all pupils to achieve	Yes	On-going monitoring of	SLT/Governors	Differentiation/teaching and learning policy, and provision map in place. Well-differentiated lessons where IPMs differentiated curricular targets are used to support individual needs. Additional resources in place, such as balls with bells, individual screen for visually impaired child. Support materials such as alpha smart/ pencil grips/ writing slopes as needed.
Lessons are responsive to pupil diversity	Yes	On-going monitoring	SLT/Governors	Lessons are responsive to pupil diversity-differentiation and additional resources to support different needs and abilities.
All pupils are encouraged to take part in music, drama and physical activities	Yes	On-going monitoring	SLT/Governors/ on-going	All curriculum policies take account of equality and diversity, supported by our opportunities policies. Pupils are all given access to these areas of the curriculum.

Staff recognise and allow for additional time required by some disabled people e.g. lip reading	Yes	On-going monitoring	SLT/Governors/ on-going	All teachers are aware of the need for thinking time and allow extra time for those people who need it. Sign along used in every class to support language skills.

Question/Target	Yes/ No	Action Required	Timescale / by whom	Evidence of completion / already in place
Staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work.	Yes	Staff recognise and allow for additional time required by some disabled pupils e.g. lip reading	SLT/Governors/ on-going	Teachers are already allowing for those children who have poor motor skills or sensory impairment, and who are identified on the provision map. Further advice will be taken, for example, through the occupational health service as necessary.
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities eg. some forms of exercise in PE.	Yes	Staff to be trained/given advice on alternative ways of providing the necessary experiences when appropriate	LA/SLT Academic years when appropriate	Advice from relevant agencies as required.
Is the school able to provide access to computer technology appropriate for people with disabilities?	Yes	ICT equipment mobile and accessible to all.	LA advice to RR/AR/Governors	The school is able to provide access to computer technology appropriate for people with disabilities eg. in all classrooms via wireless network.

Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes	On-going monitoring	SLT/Governors/ on-going	Teachers take into account the needs of individual children, including issues of behaviour/medical conditions, such as diabetes/ access for those with physical impairment. All staff undertaking visits have had off site visit leader training.

Question/Target	Yes/ No	Action Required	Timescale / by whom	Evidence of completion / already in place
Are there high expectations of all pupils?	Yes	On-going monitoring	SLT/Governors/ on-going	Lessons are well-differentiated with appropriate levels of challenge for all abilities.
Do staff seek to remove all barriers to learning and participation?	Yes	On-going monitoring	SLT/Governors/ on-going	Staff demonstrate in their planning/teaching that they are aware of learning styles/ barriers to learning and participation and find ways to overcome these problems through measures such as IPMs

Identification of barriers to Access information

Question/Target	Yes/ No	Action Required	Timescale / by whom	Evidence of completion / already in place
Do you provide information in simple language, symbols, large print, on audio tape or in Braille for people who may have difficulty with standard forms of printed information?	Yes	Continue to monitor/ seek advice when necessary from the sensory support services.	Governors/SLT	The school already provides overlays for children with a specific learning difficulty. Pupils with particular needs already have access to the curriculum through the use of simplified language. Where parents have identified themselves as having a specific difficulty ie dyslexia, the school will where possible accommodate their needs by reporting verbally in addition to writing. School actively seeks help for those children and families for whom English is an additional language.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg. by reading aloud overhead projections and describing diagrams?	Yes	Continue to monitor	Governors/SLT	Teachers already ensure that information is accessible to all people, including those with specific difficulties.
Do you have the facilities such as ICT to produce written information in different formats?	Yes	Continue to monitor/ seek advice when necessary from the sensory support services	Governors/SLT	Teachers have access to ICT and use this to produce a range of materials.