



Weston Green
School

Accessibility Plan

This applies all pupils in the school, including those in the EYFS

Date of this plan:

Autumn 2015

Reviewed & updated:

Autumn 2016, Autumn 2017

Next Review date:

Autumn 2018

Weston Green School - Disability Access Plan 2016-2019

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from as planning consent or listed building/conservation area status.

Definition of Disability

Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties, people with mental health conditions or learning difficulties/disabilities, including autism.

Weston Green School seeks to meet the needs of every child. In so doing, we seek to identify any barriers to learning which a pupil may experience due to disability and find strategies to overcome these. In practice, this will involve candid and open discussions with the parents of prospective pupils and a specific plan to implement measures deemed appropriate and effective for the child. This may involve some or all of the following:

- Extra (specialised) staffing
- The involvement of and liaison with outside agencies / specialists
- Specific internal measures such as:
 - 1:1 support
 - delivery of a specialised curriculum or the same curriculum in varying methods specifically designed for the pupil
 - delivery of materials in other (i.e. non-standard written) formats

Weston Green School is aware that the listed building can be difficult for those with disabilities and seeks to make the suitable adjustments when appropriate.

Weston Green Disability Access Plan September 2016 – September 2019

| Theme/ Target/ Objective | Actions | Leading | Date | Cost | Success Criteria | Outcomes for Learners | Evaluation |
|--|--|--|------------------------|----------------|--|---|--|
| Enabling Participation in the School's Curriculum for All | • Introduce and monitor new NC for core subjects | EC, CE (Eng) SN /JW (Sci) LH (maths) | Autumn 2016 onwards | c. £6k | New NC maths, English & science materials | A readily accessible and engaging curriculum for all pupils; | ✓ Completed Autumn 2016 and ongoing |
| | • Train staff on differentiation | EC / MH | Autumn '16, Spring '18 | c. £2k | Staff aware and implementing effective strategies to identify and diagnose pupil need | Pupils accessing curriculum with increasing efficacy | Ongoing monitoring |
| | • Use iSAMS & PA to improve access of teachers to information | EC / JW | Autumn '16 and ongoing | n/a | Info on PA; use of info when doing academic reviews | SEN pupil progress in line with expectation | During each academic year |
| | • Review ICT resources in line with needs of annual cohorts | EC / MH | Ongoing | c. 2k p.a | Purchase ipads to assist in accessing the curriculum via flexible means IT resources in place to meet pupil need | Easier access to curriculum and assessment Needs identified and resources being used effectively | Completed Autumn '16 and to be reviewed Autumn '17 |
| | • Ensure consideration given to SEND in all internal and external testing | EC / LH | Ongoing | minimal | Pupil needs met through additional resourcing (venues, staffing, materials) | Pupils access assessment materials and demonstrate appropriate levels of attainment | Ongoing and through ISPs and EHCP |
| | • Monitoring of SEND progress within progression meetings as a specific cohort | EC / JW / LH | Academic reviews | n/a C. £10k | Info on PA; use of info when doing academic reviews Provision for all pupils who require additional support through establishing and maintaining 'booster' groups and consistent in-class support | SEN pupil progress in line with expectation | During each academic year at each review period |

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| | <ul style="list-style-type: none"> • Continue to provide excellent support in and out of class for SEN pupils through regular and systematic review of ISPs to provide consistent care; • Increase the number of support staff • Make provision in PSHE for increasing awareness of individual special needs • Assess child's health needs and identify resources required to meet those needs prior to school commencement • Provide opportunity for updating health information and reviewing plans to meet the changing health needs of the individual child | KP | Ongoing | Likely to be minimal | Pupils are aware of needs of SEN pupils | Pupils respond positively and assist as appropriate | During each year: ✓ Booster groups established; Extra TA recruited in KS2 |
| | | EC / MH | Ongoing | £10k | Ready access to Weston Green school day | Pupils can access all activities | ✓ Autumn 2016 |
| | | KP + all | Termly and ongoing | unknown | Ready access to Weston Green school day | Pupils can access all activities | Ongoing |
| | | EC + H&S Comm | Ongoing | Unknown | Ready access to Weston Green school day | Pupils can access all activities | Ongoing |
| | | EC + H&S Comm | Ongoing | Unknown | Ready access to Weston Green school day | Pupils can access all activities | Ongoing |
| Improving the Physical Environment | <ul style="list-style-type: none"> • Maintain good access to the physical environment of the school, particularly with the addition of the new building; • Ensure the décor is not considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy. | SG / MH / EC | Termly and ongoing | Ongoing costs of upgrades (c.£3k p.a) + the new building (c.£400k) | Continue the rolling programme of classroom upgrades and ensure the new classroom block has ready access for disabled pupils and staff | A physical environment that is as welcoming as possible to all pupils, with easy access and movement | ✓ Ongoing works ✓ new build completed |
| | | SG/ MH | Termly and ongoing | | | | |

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| | <ul style="list-style-type: none"> • Develop outdoor play area, ensuring step-free access • Ensure emergency, lockdown and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components • Ensure 'break out' space is available • Check lighting of areas where access is needed • Ensuring Class displays are accessible to all pupils | SG / MH / KC | Ongoing development through Outdoor Comm | £2k p.a. + special funds | Completed outdoor area which is accessible, well-used by all | Additional learning resource, well-used by all | ✓ bug hotel, flower beds, wigloo, mud kitchen all added; |
| | | SG & H&S | Ongoing review through H&S | n/a at present | Evacuation procedures run well for all, including any pupils who need a personal emergency evacuation plan (PEEP) | Pupils and staff know what to do in emergency procedures | ✓ Practices have run well (ongoing & termly [fire] and twice yearly [lockdown]). No PEEPs in place presently |
| | | SG/MH/KP | Ongoing review | n/a at present | Pupils have access to areas which make for secure spaces for them | Staff and pupils know where to find these with ease | ✓ outdoor and indoor 'free' areas have been used well when needed |
| | | SG | Ongoing review through H&S | n/a at present | Lighting sufficient | Staff and pupils feel safe on site | Accident patterns suggest safe provision |
| | | LH | Ongoing | £200 | Displays are clear and engaging | Pupils refer readily to displays as appropriate | Ongoing |
| Accessibility of Information | <ul style="list-style-type: none"> • Continue rolling programme of classroom upgrades • Ensuring all signage is sufficiently clear, with visual cues • Policies available electronically so that user can adapt to their needs | SG | Ongoing | c. £2k per room = £20k | Upgrade to Smartboards, making written materials more flexible and accessible | Used effectively | ✓ 1 st set of upgrades completed Autumn 2016 |
| | | SG | Ongoing | Unknown | All feel safe and secure and well-informed | Nothing reported to H&S or to SG | Ongoing |
| | | MH | Ongoing | Unknown | All stakeholders are well-informed | Complaints / comments monitored for any lack of clarity | ✓ Ongoing |

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| | <ul style="list-style-type: none"> • Including Audio information on school websites to support visually impaired • Enabling compatibility on websites | AH | Ongoing | Unknown | All stakeholders are well-informed | Complaints / comments monitored for any lack of clarity | Ongoing |
| | | AH | Ongoing | Unknown | All stakeholders are well-informed | Complaints / comments monitored for any lack of clarity | Ongoing |