

## Weston Green School - Disability Access Plan

2024-27

### 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 planning consent or listed building/conservation area status.

This plan covers a three-year period. It should be reviewed annually by the school according to their needs and monitored by governance.

Bellevue Schools - Disability Access Plan							
Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation/sign off & who by
<b>Enabling Participation in the School's Curriculum for All</b>	<ul style="list-style-type: none"> <li>Training staff in adaptive teaching strategies and supporting pupils with SEN; practical, ongoing, and directly linked to classroom practice.</li> </ul>	TR	Academic Year		Staff Aware and implementing effective strategies to identify and diagnose pupil need	All pupils are able to access the curriculum and demonstrate their understanding	Lesson Observations Book reviews Provision Mapping Pupil progress reviews and actions

	<ul style="list-style-type: none"> <li>Update staff training on various aspects of SEN</li> <li>Monitor provision for all needs through lesson observation and learning walks</li> </ul>	EN/TR	Academic Year		Therapists and teaching assistants have designated classroom space for 1:1 work	Pupils can receive additional support in a distraction-free environment	Intervention rooms set up for the academic year throughout the school
	<p>Use of iSAMS/ Pupil Asset/CM to improve access to information for teachers:</p> <ul style="list-style-type: none"> <li>Staff meeting September</li> <li>Monitor progress of SEND pupils regularly</li> </ul>	SW/TR	Academic Year		Line managers/phase leads are able to access information about pupil progress and use this to inform planning and provision.	Pupils with SEN make good progress	TR and SW to liaise and review pupils progress for SEN
	<ul style="list-style-type: none"> <li>Ensure consideration given to SEND in all internal and external testing</li> </ul> <p>Formalise 'Access Arrangements' for pupils with SEN:</p> <ul style="list-style-type: none"> <li>Compile register of pupils with AA</li> <li>Plan timetable in advance of assessment week</li> <li>Review electronic examinations and ensure pupils are still able to have extra time.</li> </ul>	TR/SW/AH	Academic Year		All staff are aware of pupil's access arrangements for exams and use recommended strategies as part of the 'normal way of working'.	Pupils with a diagnosed SpLD or ADHD need are given the support they are entitled to in internal exams and also in the 11+ exams.	Internal access arrangements reflect provision that pupils will experience during their 11+ exams.
	<ul style="list-style-type: none"> <li>Review ICT resources in line with needs of annual cohorts to monitor the impact of ICT resources used in enrichment group interventions:</li> </ul>	TR/SW/CW	Academic Year		Enrichment group provision offers the opportunity to practice core 'concepts' regularly and address misconceptions, support the more complex skills	Increased attainment in reading and spelling and basic maths principles.	Investigate possibilities for assessment and action planning within Lexia

	<ul style="list-style-type: none"> <li>- Nessy -how this programme is being used from Year 2 upwards</li> <li>- Lexia for Year 6 pupils</li> <li>- Doodle Maths</li> </ul>						
	<p>Monitoring of SEND progress within progression meetings as a specific cohort</p> <p>Continue to provide excellent support in and out of class for pupils through regular and systematic reviews of Individual Support Plans</p> <ul style="list-style-type: none"> <li>- Joint meetings in October for SENCo/Family/Teachers/Therapists</li> <li>- New ISP format established in March 2021 continue to review and improve</li> <li>- Provide teachers with more guidance related to 'activities and strategies' to support SEN pupils</li> </ul>	TR	Academic Year		<p>All staff are aware of pupils.</p> <p>Class teachers have read full reports related to individuals. Specialist teachers have read the summary of information related to their pupils via the ISP.</p> <p>Parents and therapists are involved in reviewing and setting targets</p>	<p>SEN pupils are taught according to the guidance linked to information about their SEN.</p>	<p>Parents are invited to provide feedback about the ISP process via the standard email attached to the ISP.</p> <p>Verbal feedback in meetings.</p>
	<p>Increase the number of support staff where/ when required</p>	TR/DB/EN	Academic Year		<p>Ideally, we would expect at least one teaching assistant in each year group every morning for general SEN needs.</p>	<p>Learners are able to engage in activities that are tailored to their individual needs on a 1:1 or small group basis.</p>	<p>Learning walks, observation, use of adults within the classroom</p>

	Continue to allow Lex Holness time for dedicated ELSA support throughout the school	TR/DB/EN	Academic Year		Pupils to be able to express their feelings and be able to access individual support	Pupils to have a safe space to talk through feelings	Feedback from parents, Lex Holness, staff and pupils
	Increase awareness of individual special needs within the school community: <ul style="list-style-type: none"> <li>- Mark the 'Awareness Weeks' for Dyslexia and Autism in assembly or in-class PSHE activities</li> </ul>	TR/EN/AH	Academic Year		Pupils are aware that some children 'think differently'	Children with SEN are understood by their peers	
	Assess children's health needs and provide opportunities to review and update health information: <ul style="list-style-type: none"> <li>- update info classrooms with children's medical needs - staffroom and EYFS e.g. epipen / allergies etc</li> <li>- transition meetings between year groups to pass on pastoral and academic information.</li> </ul>	EN/ RR	Updated regularly as information changes but at least termly		<ul style="list-style-type: none"> <li>● Establish a list of all needs - 'Code Red',</li> <li>● Ensure communication to all teachers and areas of the school e.g. EYFS, Kitchen.</li> <li>● Ensure Code Red communicated to Breakfast Club, After School Care and 4pm Snacks</li> </ul>	Health needs understood and communicated to all and across all parts of school day	EN/ RR to establish this at the beginning of the school year and to be reviewed regularly
	● Provision of aids to assist visual or auditory impairment	TR	Academic Year & ongoing review		Staff awareness of pupils requiring assisted support		



	School to amend in light of pupils' needs						
--	---	--	--	--	--	--	--