



Policy Accessibility

School Motto

Dream, believe, achieve together.

Persons with Responsibility

Governors

Family Liaison Officer - Angela Lamb

Sara Walker

All staff

Linked Policies

Equal Opportunities

Child Protection

Next Review: December 2025

Values - Friendship Kindness Respect Integrity Resilience

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

Accessibility

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with stakeholders of the school and covers the period from December 2021-December 2023.

Current Accessibility Arrangements:

Admissions

The Governors of Westwood Park Primary School support the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- (d) Specific additional funding if required
- (e) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (f) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available.
- (g) The above conditions will also apply, if a disability develops during the course of a child's education in Westwood Park Primary School.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Values - Friendship Kindness Respect Integrity Resilience

Building	Features
KS2 Building	<p>All classrooms have flat entrance/ exits.</p> <p>There is the provision of a disabled toilet for staff and a separate one for pupils.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Fire exits are clearly marked and are flat.</p>
KS1 Building	<p>Entrance to the building is flat allowing for easy wheel chair access.</p> <p>Classroom entrances have flat floor entrances and doors with low handles.</p> <p>A disabled Toilet is available.</p> <p>Fire exits are clearly marked and are flat.</p>
FS Building	<p>Entrance to the building is flat allowing for easy wheel chair access.</p> <p>There is a disabled toilet.</p> <p>Fire exits are clearly marked and are flat.</p>
Hall	Main entrances are flat allowing for easy wheel chair access.
Dining Centre	Entrance has a ramp.
Playground	Available for all pupils. Access is available with very low steps or lips.
Grass Areas	Available for all pupils.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

The KS2, KS1 and FS Building are connected by corridors. On occasion, children will need to move between the buildings and are well supervised by adults.

Evacuation Procedures

Values - Friendship Kindness Respect Integrity Resilience

The schools Fire and Evacuation/Lockdown Policy lays down basic procedures for the safe efficient evacuation/invacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and staff and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with national tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Westwood Park Primary School have always been able to participate fully in the range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This may include:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials can be made available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

Source Materials for the new plan:

Values - Friendship Kindness Respect Integrity Resilience

The priorities of the plan have been identified using a number of sources including:

- CENSUS returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans/policies should be considered alongside this document. They are:

- Equal opportunities
- Health & Safety
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion
- Behaviour Management
- The Governors Admissions Policy
- The Annual School Prospectus

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on regularly. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Increasing Physical Access to and within the school.				
--	--	--	--	--

TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
Improve wheel chair access to some parts of the building by replacing worn out door mats.	To use Formula Capital monies to provide the new mats.	Wheel chair access will be improved.	Dec 2024	Done
Action Plan 2: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing By end July 2025	
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out-of -school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	
Provide training in manual handling	Liaise with experts/ LA. Provide training for staff	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate	Dependent on training courses from H&S /LA	

Values - Friendship Kindness Respect Integrity Resilience

		equipment		
Administering Medication for a long term condition.	Seek appropriate advice from specialists.	Medication administered.	Ongoing.	
Action Plan 3: Improving Written Information and signage				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Written material for pupils available in alternative formats	Research services available through the LA/ Feeder secondary schools and Extended School project for converting written information (including signage) into alternative formats	Able to provide written information in different formats as and when required for individual purposes.	Appropriate improvements ongoing.	Not applicable at this time.
Make available school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it (e.g larger text etc)	All school information available for all.	Ongoing	
Signs clear and helpful to all users	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Ongoing.	
Emergency exit procedures	Put all Fire Procedures in fixed picture frames.	Procedures in place and conforming to current H&S policies and procedures	Ongoing.	

Management of the Plan

Values - Friendship Kindness Respect Integrity Resilience

- The governors Building Committee (part of Full Governors) will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee (part of full Governors) will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:

to the Full Governing Body at least once per year.
in the School Newsletters
on the School website

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

This policy will be reviewed annually.