

A large, abstract graphic in the background of the page, composed of overlapping, semi-transparent geometric shapes in shades of cyan, yellow, pink, and purple. The shapes are interconnected by thin white lines, creating a complex, layered effect.

(1) ACCESSIBILITY POLICY

CAL Governors Sub Committee

This policy has been produced in conjunction with the latest guidance

A ANDERSON
February 2017
Review September 2019

Accessibility Plan

Westfield School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is as below

Someone with a physical or mental impairment

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The school governors have the duty to publish Accessibility Strategies and Plans

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.

Currently at Westfield School all students can access the curriculum regardless of disability. The school is a purpose built building which has taken into account the need for access to all.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled students can participate in schools' curriculums.

The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum. No students cannot access learning at Westfield School. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

3. Improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Westfield School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some students are allocated additional support in morning registration where home-school books are used extensively and monitored on a daily basis by support staff. Some students are also allocated home-school liaison staff to ensure effective communication with parents as well as children,

This part of the duty covers planning to make information normally provided by the school in writing to its students – such as hand-outs, timetables, textbooks, information about school events – available to disabled students. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the students' disabilities and students' and parents' preferred formats.

Aims

Westfield School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum
- including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

4. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of students with disabilities).

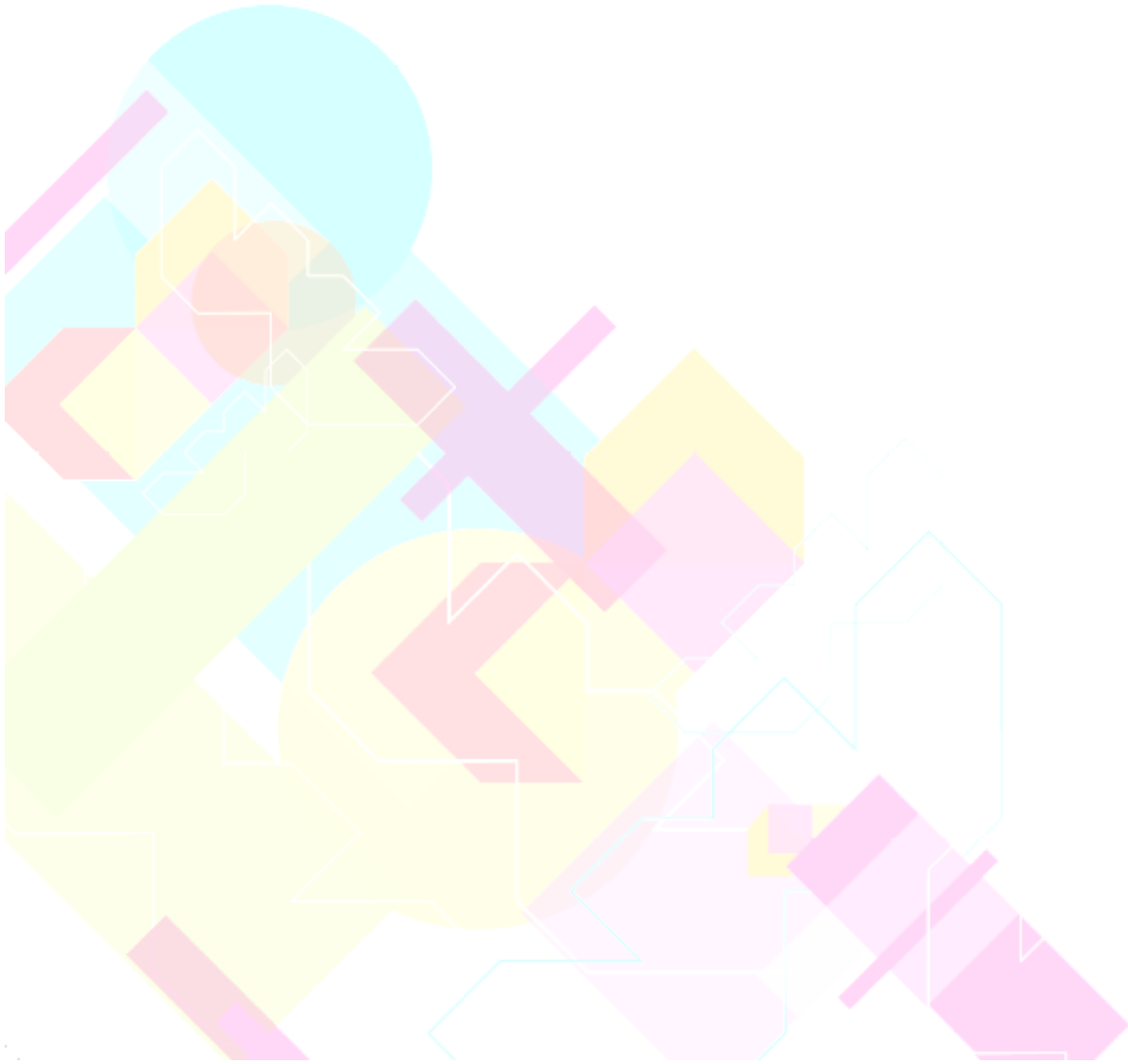
Monitoring

Westfield School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards

- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on
- Parent Council, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)



AUDIT

Category	Comments	Action
1) How does your school deliver the curriculum		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Within the SEN department staff are regularly given updated training, our links with Bents Green Special school enable this.	
Are your classrooms optimally organised for disabled pupils?	Where a student has a disability the classroom organization is adapted to recognize the needs of that student eg seating plans adjusted.	
Do lessons provide opportunities for all pupils to achieve?	Our inclusive policy aims to engage all students in learning to maximize their potential to achieve.	
Are lessons responsive to pupil diversity?	As above	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?	All students in school participate in music, drama and PE are actively encouraged to participate in physical activities through PSHE etc (Healthy Lifestyles)	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	All trips and activities are available for all students in Westfield irrespective of any disability. The school will ensure risk assessment are in place to accommodate the needs of its children in all activities.	
Are there high expectations of all pupils?	Our expectations of all our student are high, we aim for our students to achieve the best of their potential in all school life. (PSHE, Inclusion, Teaching & Learning)	
Do staff seek to remove all barriers to learning and participation?	Our inclusion policy (Climate for Learning) and our SEN policy seek to remove barriers and provide students with access to learning	

<p>2) Is your school designed to meet the needs of all pupils?</p>		
<p>Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?</p>	<p>The facility was built in 2006 and meets the legislation of that time for access to all its facilities, Corridors, doors, lifts, outdoor facilities all allow for access for all. Under the PFI agreement the building must meet those needs and any changes to legislation to address this.</p>	
<p>Can pupils 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?</p>	<p>As above, all doorways are wide enough for wheelchair access, classrooms, toilets and offices.</p>	
<p>Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?</p>	<p>The outdoor site is on two levels and has a gradient access from one to the other with paved access all around. No difficulty caused by steps.</p>	
<p>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?</p>	<p>The alarms in the school are compliant with current legislation, alteration have been made for SEN areas to accommodate our students in those areas. Refuge areas also exist as part of the fire evacuation procedure</p>	
<p>Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons</p>	<p>The lifts are operated by a fob system so any student with this need is given access to these fobs.</p>	
<p>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</p>	<p>Colours used in the school (corridors and classrooms) are neutral.</p>	
<p>Are areas to which pupils should have access well lit?</p>	<p>Latest LED lighting fitted around school</p>	
<p>Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?</p>	<p>PPE is available for all students in areas that have a "noisy environment" Students are also invited to spend time in quieter areas during social times if they wish.</p>	
<p>Is furniture and equipment selected, adjusted and located appropriately?</p>	<p>Any specific furniture requirements are met.</p>	
<p>3) How does your school deliver materials in other formats?</p>		
<p>Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p>		
<p>Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?</p>		
<p>Do you have the facilities such as ICT to produce written information in different formats?</p>		
<p>Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?</p>		

