

West Park

'A caring school where we put pupils and their achievement first'



Accessibility Strategy and Action Plan

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Policy Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website.

This Accessibility Plan was developed by a working group which included:

- School Site Manager
- Senco
- SEN Support Assistant
- SEN governor
- Parent of disabled pupil was invited but unable to attend. We consulted about the draft via email and received feedback from her

This Accessibility Plan was approved by governors on 13.01.17 and will be reviewed by 10.01.20, it will be monitored annually.

School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- monitor access to the curriculum for disabled pupils, expanding the curriculum as necessary to ensure that disabled pupils are as equally prepared for life as are the non-disabled pupils. This covers teaching and learning and the wider curriculum of the school

such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- ensure the delivery of written information to disabled pupils, staff, parents and visitors is appropriate for needs.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Site Map
- Behaviour and Discipline Policy
- Access to Documents Statement
- Exam Policy
- Evacuation Plan
- Health & Safety Policy
- School Improvement Plan
- Special Education Needs School Information Report

Aims and Objectives

Our Aims are to:

- monitor access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment
- ensure appropriate range of delivery of written information to pupils

Our objectives are detailed in the Action Plan later in this report

Current good practice

We ask about disability or a health condition in early communications with new parents and carers and from primary school. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Personal Emergency Evacuation Plans are in place for pupils who require them.

Physical Environment

The school is in Spondon, set on a large hillside. The school site consists of six building clusters, which vary in levels from single story to three levels.

Lifts and stair lifts are available for pupils when they need them. The site has playing fields and during the academic year of 2016 – 17 there will be building work being carried out on

what were the basketball courts. There are footpaths, which include steps and slopes that link the buildings. As a secondary school, classrooms are set up for subjects, with specialist equipment in them. Pupils move between classrooms. We have a sports hall, library and gym. There are three good sized disabled toilets. There are two disabled parking spaces directly outside reception. We have Evacuation chairs at the top of stairs for use in an emergency evacuation situation. Lockers are available for pupils where needed.

One technology room has a height adjustable sink, cooker and work surface.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE are adapted to the needs of children in school with physical impairments. The school is aware of other issues that affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence, (or lack of), role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. Disabled pupils participate in extra-curricular activities.

Exam arrangements are assessed for those who may need these early each year. These arrangements are communicated with all relevant teaching staff so they can be put in place for testing and practice exams. A register of pupils who require exam access arrangements is kept. A space is used for pupils who use access arrangements. Specific laptops, with specialist software are also allocated for pupils taking exams.

Where necessary laptops are available for use by pupils in lessons. Individual assessments can be done to set up accessibility options such as: high contrast, sticky keys, voice recognition etc.

There are three staffed spaces available to pupils during break and lunchtime. Homework club is available every day from 3.00 – 4.00 p.m.

There are many curriculum interventions in place which include: reading groups, extra Literacy support, speech and language therapy, fine motor skills, EAL language support lessons, SALT as well as many more.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Our reprographics team can support this where needed, they can enlarge copies and produce copies on coloured paper.

West Park Accessibility Action Plan

Aim 1 - increase access to the curriculum for pupils with a disability

	Target	Strategies	Timescale	Who	Success criteria
Short	To identify pupils who may need addition to or different from provision.	To liaise with all feeder schools by May to plan for September intakes.	May - September	Senco and Transition lead.	Individual needs are planned for and met.
	To maintain an up-to-date learners' support file.	Update file as new information is received. Review annually.	On-going	Senco/ Inclusion team	Learners support file is up to date.
	To keep staff updated on any medical changes or new diagnosis received.	Staff emails about updates. Update learners' support file.	As needed	Inclusion team	Reasonable adjustments/ AA are in place and supported by all staff.
	Interventions.	An intervention programme is in place and is reviewed to meet the needs of pupils.	On-going	Senco/ Inclusion Team/TAs	Interventions done to show increased progress and development of skills.
	Personal Evacuation Plans will be written with pupils where required.	Personal Evacuation Plan template devised. Pupil questionnaire used to populate.	First week of term	Inclusion team	Plans written. Pupil and parents have a copy. Staff read and aware.
	Individual pupil's resources produced to support individual needs. Reminder cards/toilet passes/sticker strategies.	Individualised in response to individual needs.	As required	Inclusion team. Pupils.	Strategies used by pupils.
	Staff training delivered 3 times a year on Access Arrangements.	Regular training and updates shared.	On-going	Inclusion Team. TAs.	Access arrangements in place for pupils who need them.
Diversity week held annually.	Year group assemblies and taught sessions around different types of disability.	March	Whole school approach.	Successful Diversity week.	

	Introduce compulsory departmental meeting agenda. Item of SEND to be discussed at least half-termly and reported back to Senco.	Meeting agenda to have regular SEND items.	From January 2017	Department leads.	Meeting minutes record SEND discussions and actions are addressed as required.
Medium	Staff training on attachment disorder/Autism/Dyslexia/Educational visits.	Training attended	2017 – 2018	School Staff	Strategies taught get implemented. Awareness increases.
	Staff training on other areas of SEND/Disability Awareness.				
	Pupils with access needs such as wheelchair users will have timetable considered – particularly around science labs and distance of classrooms.	Needs met as required.	As required	Staff as required	Pupil can attend all lessons.
	Develop Risk assessment policy to ensure format of subject specific pupil risk assessments are the same across the school.	Training to be given when policy is agreed and signed off.	2017	Inclusion team	New system and format in use.
Long	To monitor the above short and medium aims.	To monitor the above short and medium aims.	January 2018	Senco/SEN support Officer.	Provide a report to governors about the progress on above aims.

Aim 2 - improve and maintain access to the physical environment

	Target	Strategies	Timescale	Who	Success criteria
Short	To identify pupils who may need addition to or different from provision.	To liaise with all feeder schools by May to plan for September intakes.	May - September	Senco and Transition lead. Site manager	Individual needs are planned for and met.
	Put handrail up next to steep path that runs by the side of tennis courts.	N/A	Completed November 2016	Site Manager	Handrail is put up.
	Steps have edges painted in contrasting colour.	N/A	Annually	Site Manager	Step lines are painted and not faded.
	To ensure sinks and soap can be reached by all pupils in school.	Provide steps in toilets where needed and provide non-wall mounted soap dispensers.	January 2017	Site Manager	Feedback from pupil.
Medium	Review where lines need to be painted around path boundaries.	On-going site checks.	Annually and as required	Site Team	Lines are clear and not faded.
	Ensure signage is clear on new building and at a medium height.	Liaison with builders and architects.	On-going	Site Team/ Site Manager	
	To ensure driveway, roads, paths around school are as safe as possible.		Ongoing checked weekly		
	Fill concrete drop outside drama block.	N/A	When building work is complete	Site Manager	Drop is filled.
	Step outside fire escape from music room is to be concreted to enable escape for disabled pupils.	N/A	Completed by January 2017	Site Manager	Step becomes ramp.

	Access to music rooms to have concrete ramp access added.	N/A	Completed by January 2017	Site Manager	Access to music rooms is improved.
Long	To monitor the above short and medium aims.	To monitor the above short and medium aims.	January 2018	Senco/SEN support Officer	Provide a report to governors about the progress on above aims.

Aim 3 - ensure appropriate range of delivery of written information to pupils

	Target	Strategies	Timescale	Who	Success criteria
Short	To identify pupils who may need addition to or different from provision.	To liaise with all feeder schools by May to plan for September intakes.	May - September	Senco and Transition lead.	Individual needs are planned for and met.
	To ensure staff know when a pupils needs information in a different format.	Information logged on learner support file.	Ongoing	All Staff	Reprographics are used to produce materials as required.
Medium	Add google translate bar to school website.	Add google translate bar to school website.	2017	Website manager	Tool bar is used.
	Ensure new staff to school are aware what support reprographics offer and how to access this.	Staff induction to include this information.	September 2017	School staff	Reprographics are used to produce materials as required.
Long	To monitor the above short and medium aims.	To monitor the above short and medium aims.	January 2018	Senco/SEN Support Officer	Provide a report to governors about the progress on above aims.