

**Westfield Primary Academy Accessibility Plan 2020-2021**

**Target A1: Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.**

<b>Objective</b>	<b>Specific Actions</b>	<b>Success Criteria</b>	<b>Implementation (people responsible, resources, costs)</b>	<b>Timescales, including detailed dates of meetings and deadlines</b>	<b>Monitoring Arrangements</b>
To ensure that pupils have the correct seating to fully support their postural needs.	<ul style="list-style-type: none"> <li>• SENCo to continue to liaise with and seek advice from Occupational Therapists regarding the required seating for identified pupils.</li> <li>• Chair used around school wherever possible to support identified pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised seating will continue to be altered and available for pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo and class teacher to liaise with occupational Therapists to ensure chair is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo and class teacher to ensure regular reviews are carried out for the correct fitting of the chair.</li> <li>•</li> </ul>
To ensure that staff/visitors/pupils can navigate the school environment independently.	<ul style="list-style-type: none"> <li>• Ensure all passage ways in school are kept clear at all times to allow access.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils will be able to move freely throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff in all areas to ensure clear passage. GC as school caretaker to oversee.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing – regular checks.</li> </ul>

**Target A2: Increase the extent to which pupils with disabilities can participate in the curriculum.**

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
To ensure that staff feel confident in planning to meet the needs of current pupils with disabilities.	<ul style="list-style-type: none"> <li>Organise training for teachers, where required, on differentiating the curriculum to meet the needs of pupils with physical disabilities (particularly cerebral palsy), visual disabilities and hearing disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Where required, teachers are able to meet the needs of pupils with disabilities with regards to accessing the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Training for deaf awareness to take place for staff working with deaf pupils.</li> <li>Liaise with PE providers to ensure they are trained and make reasonable adjustments for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>July 2021</li> </ul> <p>July 2021</p>	<ul style="list-style-type: none"> <li>Continue to monitor needs of pupils and SENCo to monitor on a regular basis.</li> </ul>
To ensure that all out-of-school activities are planned to enable access and participation of the whole range of pupils.	<ul style="list-style-type: none"> <li>Review all out-of-school provision to ensure compliance with legislation.</li> <li>Review activity centres for residential trips.</li> <li>Off clubs after school that the pupils can access.</li> </ul>	<ul style="list-style-type: none"> <li>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</li> <li>Pupils able to access clubs they wish to join</li> </ul>	<ul style="list-style-type: none"> <li>SLT to check provision made by activity centres.</li> <li>School to provide support for pupils with additional needs to attend clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2021.</li> <li>Ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>SENCO and SLT to ensure all clubs are accessible, particularly those delivered by outside providers.</li> </ul>

<p>To increase the provision of clubs that are accessible for all.</p>	<ul style="list-style-type: none"> <li>• Provide clubs which are specifically designed to meet the needs of pupils with disabilities.</li> <li>• Invite specific pupils to attend these clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation of targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo and SLT about potential suitable clubs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO/SLT to keep a record of access to clubs and monitor whether participation of vulnerable groups increases.</li> </ul>
<p>To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<ul style="list-style-type: none"> <li>• Staff members to ensure clear access routes throughout their classrooms for all pupils with physical disabilities.</li> <li>• Staff members to provide access to adapted ICT equipment to support pupils where required.</li> <li>• Staff members to take auditory needs of pupils into account when arranging class seating plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils able to access all learning without (or with a minimum of) adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers to take responsibility for their own rooms. GC to advise/support where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Obgoing</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Health and safety walk by GC to check that routes are safe and clear for all pupils</li> <li>•</li> </ul>
<p>To raising disability awareness amongst the whole school community.</p>	<ul style="list-style-type: none"> <li>• Work with external groups to raise awareness amongst staff and pupils on living with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school community aware of issues relating to equality and disability.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo to arrange a visit to school if possible of people with disabilities and how they continue to lead a normal life.</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2021( Covid dependent)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in school to talk to others about having a friend with a disability.</li> <li>• Children with disabilities in school to share their experiences with others.</li> </ul>

**Target A3: Improve the availability of accessible information to pupils with disabilities.**

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
To use symbol software to support learners with reading/writing difficulties.	<ul style="list-style-type: none"> <li>Staff to use Clicker 7 as a means of differentiating within English/theme work.</li> </ul>	<ul style="list-style-type: none"> <li>Clicker 7 will be used to support reading and writing development throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Clicker 7 to be used for development of reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2021</li> </ul>	<ul style="list-style-type: none"> <li>Clicker 7 training to take place for staff.</li> </ul>
To ensure that reading materials are adapted for staff, parents and pupils where required.	<ul style="list-style-type: none"> <li>Staff to be aware of visual impairments of pupils in their class and make necessary adaptations to font size, page layouts and colour preferences.</li> <li>Office staff to ensure that parents with similar needs are catered for.</li> </ul>	<ul style="list-style-type: none"> <li>Reading materials will be adapted as required.</li> </ul>	<ul style="list-style-type: none"> <li>All staff to take responsibility for pupils in their classes.</li> <li>Office staff to take responsibility for parents with visual impairments.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing as required.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations will highlight where adaptations have been made for pupils with visual impairments.</li> </ul>
To ensure that the library is resourced to enable access for pupils with visual impairments.	<ul style="list-style-type: none"> <li>Audit the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>Where necessary, provide magnifying aids so that all pupils can access all library texts.</li> </ul>	<ul style="list-style-type: none"> <li>The library will be stocked with a range of books to meet the needs of learners with visual impairments.</li> </ul>	<ul style="list-style-type: none"> <li>SENCo/ Deputy Head to work together to provide resources in library.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing as required.</li> </ul>	<ul style="list-style-type: none"> <li>SENCo/ Deputy Head to monitor provision of large font and easy read as required.</li> </ul>

<p>To support parents in accessing/ completing written documentation.</p>	<ul style="list-style-type: none"> <li>• Ensure that information to parents and application forms are written in clear and concise language.</li> <li>• Office staff to support in reading/ completing letters and forms.</li> </ul>	<ul style="list-style-type: none"> <li>• All parents will be able to access written documentation .</li> </ul>	<ul style="list-style-type: none"> <li>• Office staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing as required.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to ensure that parents are able to access information, application forms etc.</li> </ul>
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