**Westfield Primary Academy**



**Accessibility Plan**

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| Published | Sept 2024 |
| Approved by Governors | Sept 2024 |
| Review Date | Autumn 2025 |

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| **Target A1: Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.** | | | | | |
| **Objective** | **Specific Actions** | **Success**  **Criteria** | **Implementation**  **(people responsible, resources, costs)** | **Timescales, including**  **detailed dates**  **of meetings and**  **deadlines** | **Monitoring Arrangements** |
| To ensure that pupils have the correct seating to fully support their postural needs. | * SENCo to continue to liaise with and seek advice from   Occupational  Therapists regarding the required seating for identified pupils.   * Chair used around school wherever possible to support identified pupils. * Pupils with height difficulties will have steps and stools fitted for their needs. | **•** Specialised  seating will continue to be altered and available for identified pupils.   * Steps and stools to be used for key children. | **•** SENCo, class  teachers to liaise with occupational Therapists and Health and safety coordinator, to ensure chairs/ steps. stools are at correct height and weight for pupils. | **•** Ongoing | **•** SENCo and class teacher to ensure regular reviews are carried out for the correct fitting of the chair/ steps/ stools. |
| To ensure that staff/visitors/pupils can navigate the school environment independently. | **•** Ensure all passage ways in school are kept clear at all times to allow access. | **•** Identified pupils will be able to move freely throughout the school. | **•** All staff in all areas to ensure clear passage. GC as school caretaker to oversee. | **•** Ongoing. | **•** Ongoing – regular checks.  . |
| **Target A2: Increase the extent to which pupils with disabilities can participate in the curriculum.** | | | | | |

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| **Objective** | **Specific Actions** | | **Success Criteria** | | **Implementatio n (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. | **•** 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.  Training to be carried out for specific pupil support by the named physio and OT for the pupil**.** | | **•** Where required, teachers  are able to meet the needs of  pupils with disabilities with  regards to  accessing the  curriculum  . | | * Staff with BSL appointed to support deaf pupils.. * Liaise with PE providers to ensure that all new staff employed by them are trained and understand what reasonable adjustments   are necessary for specific pupils. | | **•** Ongoing          Ongoing | | **•** Continue to monitor needs of pupils and SENCo to monitor on a regular basis. |
| To ensure that all out  of-school activities  are planned to  enable  access and participation of the whole range of pupils. | •  •  •  • | Review all out-of-school  provision to ensure compliance with legislation.  Review activity centres for residential trips.  Offer clubs after school that the pupils can access.  Liaise with local swimming pool to ensure they have the resources available to support all our pupils accessing the lessons when they are due. | •  • | All out-of- school activities will  be  conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Pupils able to access clubs they wish to join | •  • | SLT to check provision made by activity centres.  School to provide support for pupils with additional needs to attend clubs. | •  • | Ongoing | **•** SENCO and SLT to ensure all clubs are accessible, particularly those delivered by outside providers. |

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| To increase the provision of clubs that are accessible for all. | **•**      **•** | Provide clubs which are specifically designed to meet the needs of pupils with disabilities.  Invite specific pupils to  attend these clubs. | **•** | Increased participation of targeted pupils. | **•**  **•** | SENCo and SLT about potential  suitable clubs | **•** | ongoing | **•** | SENCO/SLT to keep a record of access to clubs  and monitor whether  participation of vulnerable groups increases. |
| To ensure that are that classrooms are optimally organised to promote the participation and independence of all pupils. | **•**      **•**      **•** | Staff members to ensure clear access routes throughout their classrooms for all pupils. Staff members to provide access to adapted ICT equipment to support pupils where required.  Staff members to take auditory needs of pupils into account when arranging class seating plans. | **•** | Pupils able to access all learning without  (or with a  minimum  of) adult support. | **•** | Class teachers to take responsibility for their own  rooms. Grant Collins to advise/support where necessary. | **•** | Ongoing | **•**      **•** | Regular Health and safety walk by GC to check that routes are safe and clear for all pupils |
| To raise disability awareness to the school and whole community. | **•** | Work with external groups to raise awareness amongst staff and pupils on living with disabilities. | **•** | Whole school community aware of issues relating to  equality  an  d disability. | **•** | SENCo to arrange a visit to school if possible of people with disabilities and how they continue to lead a normal life. | **•** | Summer 2023 | **•**  **•** | Pupils in school to talk to others about having a friend with a disability.  Children with disabilities in school to share their experiences with others. |

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| **Target A3: Improve the availability of accessible information to pupils with disabilities.** | | | |  |  |
| **Objective** | **Specific Actions** | **Success Criteria** | **Implementatio n (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. | * Staff to use Clicker 7 as a means of differentiating within English/theme work. * Widget symbols and support to be used for specific pupils. | **•** Pupils will make  progress in areas where  IT is used as a resource for support. | **•** Clicker 7 to be used for development of reading and writing. | **•** Ongoing | **•** Staff to have awareness training of different IT resources/ programmes to support pupils. |
| To ensure that reading  materials are adapted for staff, parents and pupils where required. | * Staff to be aware of visual impairments of pupils in their class and make necessary adaptations to   font size, page layouts and colour preferences.   * Office staff to ensure that parents with similar needs are catered for. | **•** Reading materials will be adapted as required. | * All staff to take responsibility for pupils in their classes. * Office staff to take responsibility for parents with visual impairments. | **•** Ongoing as  required. | **•** Lesson observations will highlight where adaptations have been made for pupils with visual impairments. |
| To ensure that the library is resourced to enable access for pupils with visual impairments. | * Audit the school library to ensure the availability of large font and easy read texts will improve access. * Where necessary, provide magnifying aids so that all pupils can access all library texts. | **•** The library will be stocked with a range  of books to meet the needs of learners with visual impairments. | **•** SENCo/ Deputy Head to work together to provide resources in library. | **•** Ongoing as required. | **•** SENCo/ Assistant SENCo to monitor provision of large font and easy read as required. |
| To support parents in accessing/ completing  written documentation. | **•** Ensure that information to parents and application forms are written in clear and concise language.  Office staff/SLT to support in **•** | **•** All parents will be able to access written  documentation | **•** Office staff and SLT | **•** Ongoing as required | **•** SLT to ensure that parents are able to access information, application forms etc. |
|  | reading/ completing letters and forms. |  |  |  |  |