



Inspire, Create, Achieve

Accessibility Policy & Plan

Dec 2019



Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

At Westfield School we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Westfield school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school by creating an Accessibility Plan which will be updated annually.

The Accessibility Plan contains relevant actions to:

- Continually improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Continually improve access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied 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 school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It may not be feasible to undertake some of the suggested actions during the life of this first Accessibility Plan and therefore some items may need to roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We acknowledge that there is a need for on-going awareness raising for staff and pupils in the matter of disability discrimination and the need to inform attitudes on this matter.

Westfield School Accessibility Plan 2017-2020

Improving Site Access

Access Audit undertaken Dec 2019

Feature	Description	Actions to be taken	Completion date
Access to the school building	<ul style="list-style-type: none"> Ramped access allows all entrances to be accessible Heavy doors can hinder access 	None	Completed
Parking bays	Disabled parking bay available with ramp access to the school building	None	Completed
Toilets	<ul style="list-style-type: none"> The school has a disabled toilet with hoist and changing table 	None	Completed
Emergency escape routes	<ul style="list-style-type: none"> All emergency escape routes have ramped access 	None	Completed



Improving Curriculum Access

Aim	Current Good Practice	Actions to improve access	Completion Date	Success Criteria
<p>To meet the needs of pupils with disabilities in the school and ensure the best access to the curriculum</p>	<ul style="list-style-type: none"> • Differentiation in class • Targeted and tailored support for individuals through: <ul style="list-style-type: none"> ○ Use of Education, Health, Care Plans ○ IEPs ○ Provision maps 	<ul style="list-style-type: none"> • Further training for staff to ensure effective support of children with identified needs and diagnosis • Increase awareness of specific diagnosis with children in the class 	<p>Ongoing</p>	<ul style="list-style-type: none"> • All staff involved with individuals understand the needs and behaviours displayed by children with specific diagnosis • Children understand and are accepting of difference

