

# Accessibility plan 2020/2021

## Westley Middle School



Approved by: Ben Jeffery Date: [November 2020]

Last reviewed on: [Date]

Next review due by: [Date]

### Contents

1. Aims
2. Legislation and guidance
3. Action plan

.....

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. *Our main priority is to ensure that remarkable change happens for all of our children through being taught good and outstanding lessons all of the time. We are an ambitious school and will not let barriers get in our way. Not only do we want to improve this year, but also we want to look further into the future.*

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any schools from the Unity partnership, local authority and external agencies to develop and implement the plan. *Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.*

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.



Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

 <h2 style="text-align: center;"><u>Westley Middle School</u></h2> 					
<b>Target A1: Improve the school environment to make it more communication friendly in order to enable SEND pupils to make better progress</b>					
<b>Objective</b>	<b>Specific Actions</b>	<b>Success Criteria</b>	<b>Implementation (people responsible, resources, costs)</b>	<b>Timescales</b>	<b>Monitoring Arrangements</b>
<p>To develop communication friendly teaching strategies that encourage speech, reading and writing · CPD to promote the development of visual supports for learning &amp; routines, environment design and teaching strategies</p>	<ul style="list-style-type: none"> <li>● CPD to promote the development of visual supports for learning &amp; routines, environment design and teaching strategies.</li> <li>● Adults model expected language, have secure knowledge of language development and are able to adapt to remove barriers to learning.</li> <li>● Teachers challenge TAs / volunteers who speak incorrectly (to be done in a sensitive way).</li> <li>● Investigate support from Trust &amp; External agencies.</li> </ul>	<p>Classrooms display visual supports and SEND pupils feel prompts help their learning.</p> <p>SEND pupils are able to overcome misconceptions and barriers.</p> <p>School have record of available support avenues.</p> <p>School has identified strategy to support communication.</p>	<p>SENCO, CPD time</p> <p>SENCO, monitoring time</p> <p>SENCO, meeting/deliver CPD</p> <p>SENCO, time to investigate impact/ cost in other settings</p>	<p>Half termly environment walks, ongoing observation &amp; termly report to SLT&amp; Governors.</p> <p>Strategies embedded by July 2021 Record in place by December 2020</p> <p>Decision made by July 2021</p>	<p>Environment walks, observation.</p> <p>SENCO &amp; SLT feedback.</p> <p>SENCO feedback on feasibility.</p>
<p>To develop a dyslexia friendly environment</p>	<ul style="list-style-type: none"> <li>● As above</li> <li>● Investigate explicit resources</li> </ul>	<p>Resources available to support SEND learners to</p>	<p>SENCO, <b>Cost of resources £700?</b></p>	<p><b>Resources purchased by</b></p>	<p>Environment walks, observation</p>

and teaching strategies	<p>to support, e.g. digital solutions, spellcheckers, dictionaries, line readers, Use of colour for overlays, keyboards, display etc ...</p> <ul style="list-style-type: none"> <li>● Staff CPD</li> <li>● Ensure multisensory approaches to learning (VAK)</li> </ul>	<p>be independent and make progress.</p> <p>Teachers are effectively encouraging the use of resources</p>		<b>July 2021</b>	
To raise the attainment of KS2 SEND and vulnerable pupils in reading.	<ul style="list-style-type: none"> <li>● Investigate reading online package.</li> <li>● Staff CPD</li> </ul>	Recording and monitoring shows progress for pupils.	<b>Cost of resources ?</b> English lead & SENCO, CPD and monitoring time.	<b>December 2020 - done</b>	Staff, pupils' and parents' perceptions, observation

**Target A2: Increase the collaboration with outside agencies to ensure disabled and SEN pupils are well supported.**

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales	Monitoring Arrangements
Investigate the external agencies and Trust support available for SEND pupils.	<ul style="list-style-type: none"> <li>● Liaise with community to investigate availability</li> </ul>	School have record of available support avenues and staff are familiar with them	SENCO, Time to meet and liaise	Record in place by December 2020	SENCO report
Liaise with agencies to ensure all disabled and SEN pupils are well supported.	<ul style="list-style-type: none"> <li>● Identify pupils in need of support.</li> <li>● Identify expertise.</li> <li>● Implement strategies.</li> <li>● Review successes</li> </ul>	School are able to support SEND pupils to make progress, develop. Independence and to be physically and mentally healthy.	SENCO, Time to meet and liaise	All pupil currently on SEN register receiving required support by Sept 2021	SENCO report, progress data, pupil perception

**Target A3: Improve the participation of disabled and SEN pupils in extracurricular activities.**

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales	Monitoring Arrangements
Ensure all clubs and extra curricular activities are accessible to all.	<ul style="list-style-type: none"> <li>• Collate calendar of clubs.</li> <li>• Review accessibility and where appropriate invite targeted pupils.</li> </ul>	Club offer is inclusive	SENCO, time to collate and monitor	By Dec 2020	Calendar review
Monitor participation of vulnerable group in extracurricular activities	Keep registers of attendance Monitor attendance	Review provision, timings, invites etc.	Monitoring shows that SEND and vulnerable pupils are well represented in attendance at clubs.	By July 2021	Register monitoring
<b>Target A4: Improve the communication of SEND information and support with stakeholders.</b>					
Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales	Monitoring Arrangements
Improve communication with parents of SEND pupils	<ul style="list-style-type: none"> <li>• Establish parent drop ins.</li> <li>• Establish parent forum.</li> <li>• Refine systems for parent consultation events (e.g. parents' evenings).</li> </ul>	Parents feel they are well consulted and communicated with	SENCO, time for planning and liaison	By April 2021	Parent feedback

Refine systems to communicate SEND information to and from school staff.	<ul style="list-style-type: none"> <li>● Create SEND induction resources.</li> <li>● Define SEND criteria.</li> <li>● Regular CPD.</li> </ul>	All staff have a clear understanding of their responsibilities and the systems of the school.	SENCO, time to plan systems and communicate	By April 2021	Staff feedback
Increase participation of pupils in SEND reviews	Explore strategies to ensure all children have a voice in their review	SEND pupils are openly involved in reviews	SENCO, time to plan systems and meet with children	By July 2021	Review reports/CPOMs