

WEST DERBY SCHOOL



ACCESSIBILITY PLAN

Review Cycle:	Annually
Last reviewed on:	9 th December 2021
Approved on:	16 th December 2022 (BFPA)
Next review date:	31 st December 2023
Signed:	S Graham (Headteacher)

1. Compliance

1.1. This policy has been prepared with due regard to the following statutory provisions and guidance:

1.1.1. Equality Act 2010

1.1.2. Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

1.1.3. The Department for Education's guidance, "The Equality Act 2010 and schools" May 2014.

2. About this accessibility plan

2.1. This document should be read in conjunction with West Derby School's Equality Statement.

2.2. Everyone at West Derby School has equal value. West Derby School's Equality Statement is based on the principle of respect for each individual. The School is committed to taking positive action in the spirit of the Equality Act 2010 and all members of West Derby School are committed to developing a culture of inclusion, support and awareness within the School so that each individual can grow and flourish regardless of Sex, Race, Religion Faith or Belief, Disability, Age, Sexual Orientation, Age, Gender Re-assignment, Marriage and Civil Partnership and Pregnancy and Maternity (the Protected Characteristics).

2.3. This accessibility plan will be reviewed annually.

3. Objectives

3.1. The key objectives of West Derby School's accessibility plan are to: reduce and eliminate any barriers to access the curriculum; to enable full participation in the school community for current pupils and prospective pupils with a disability; and to help provide a safe, caring and friendly environment for all members of the school. In particular, this Accessibility Plan sets out the proposals of how the school intends to increase access to education for disabled pupils in three key areas, as follows:

3.1.1. promoting opportunities for disabled pupils to participate in the West Derby School curriculum;

3.1.2. developing the environment of West Derby School to ensure that disabled pupils can take advantage of education and associated services; and,

3.1.3. ensuring that information is provided in the appropriate formats for disabled pupils so that they are not disadvantaged.

ACCESS PLAN

1. Improving Access to the Curriculum

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
Ensure that the Accessibility Plan becomes an annual agenda item for Trustees	Clerk to Trustees to add to agenda. Trustees to review / amend accessibility plan as necessary.	Adherence to legislation.	Yearly	Headteacher	Trustees
Ensure all policies consider the implications of disability access	Review all policies to analyse the impact on pupils/employees with disabilities. Consult pupils and employees on any proposed changes. Implement new policies as necessary.	Policies reflect current legislation and best practice.	As determined per policy	Headteacher	Trustees
Improve employee awareness of disability issues	Identify pupils with an SEN statement and/or EHCP and ensure that SEN information available to all employees. Review employee training needs and provide training for employees as appropriate.	Whole school community aware of issues.	Yearly and when published by Local Authority	Inclusion Manager, Deputy Inclusion Manager and SENDCO	Deputy Head (Pastoral)
Annual review of curriculum to ensure that needs of pupils are met	Regularly review Wave 1 provision documents (appendices to schemes of work).	All pupils regardless of SEN or disability have full access to the curriculum and feel included.	Yearly	HODs	Inclusion Manager, Deputy Inclusion Manager and SENDCO

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
	Ensure HODs, teaching staff and learning support assistants are aware of additional needs of students when completing SOWs in all subject areas.			HODs, Teaching Staff, Learning Support Assistants	Deputy Head (Curriculum) Inclusion Team
Ensure that external agency support is identified and delivered for all pupils in need	Assess the needs of all pupils and contact external agencies as necessary.	Wider ranges of teaching styles used. Strategies discussed with pupils are implemented internally and externally. Pupils with identified needs have access to additional resources to support learning.	Ongoing	Inclusion Manager, Deputy Inclusion Manager and SENDCO	Deputy Head (Pastoral)
Provide specialist equipment to promote participation in learning by all pupils, including those with a short term disability	Assess the needs of pupils in each class and provide specialist equipment as needed. Use multimedia activities to support most curriculum areas. Use interactive IT equipment. Use specific equipment sourced from occupational therapy. Provide pupils with a short term disability (such as a broken hand/arm) with a lap top to enable them to continue with school work	Pupils will be able to develop independent learning skills. Pupils will have the necessary equipment to allow them to participate fully in lessons and continue with school work	Ongoing	Inclusion Manager, Deputy Inclusion Manager and SENDCO HODs	Deputy Head (Pastoral) Deputy Head (Curriculum)

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
	<p>Specialist equipment to be made available for our visually impaired students. School to work closely with the Sensory Support Team to achieve this.</p> <p>Specialist programs downloaded to accessible devices for both staff and students to access: computer programs includes (JAWS, touch typing apps and numeracy based apps used).</p>	<p>Students with visual impairments to access relevant materials to help them access the curriculum.</p> <p>Intervention based work and key information to be made accessible for both students and staff.</p>	<p>Weekly</p> <p>Ongoing</p>	<p>Teaching staff and Inclusion Team</p> <p>IT Team Inclusion Team</p>	<p>Inclusion Team</p> <p>Inclusion Team</p>
Continue to train employees to enable them to meet the needs of children with a range of SEN	<p>SENDCO and Inclusion team to review the needs of pupils and provide training to employees as needed.</p> <p>Employees dealing with vulnerable groups undertake the appropriate training from external agencies as necessary.</p> <p>All employees have access to pupil SEN support plans (Pupil Profile) and/ or EHCP Teacher Information Sheets to understand how they can provide assistance generally.</p> <p>Ensure that extra training is readily available on request.</p>	<p>Employees are able to enable all children to access the curriculum.</p> <p>Sustained progress made by all pupils. Inclusion team to implement WDS Graduated Approach for all staff to access when dealing with SEN students.</p> <p>Strategy bank provided for all staff via accessible shared learning platform.</p>	Ongoing	Inclusion Manager, Deputy Inclusion Manager and SENDCO	Deputy Head (Pastoral)
Ensure that all pupils are able to access extra-curricular activities	<p>Review out-of-school provision to comply with legislation.</p> <p>Provide the necessary training to employees.</p> <p>Ensure that there is sufficient support</p>	<p>All providers of out-of-school education will comply with legislation to ensure that needs of all children are met.</p> <p>More opportunities available for pupils with disabilities.</p>	Ongoing	HODs	SENDCO & Inclusion Manager

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
	staff to assist the disabled pupils.				
Promote the involvement of disabled pupils in classroom activities	<p>Train relevant employees.</p> <p>Create positive images of disability within the School so that pupils have some understanding of the needs of disabled pupils.</p> <p>Use specialist equipment.</p>	Greater involvement and participation by disabled pupils.	Ongoing	Subject teachers/ HOD	<p>Deputy Head (Pastoral)</p> <p>Deputy Head (Curriculum)</p> <p>SENDCO & Inclusion Manager</p>
Provide activities for disabled pupils at break and lunch times	Supervised safe space with activities for disabled pupils.	Improved confidence, attendance, self-esteem and social interaction.	Ongoing	Learning Support Assistants	<p>Deputy Head (Pastoral)</p> <p>SENDCO, Inclusion Manager/Deputy Inclusion Manager</p>

2. Improving Access to the Physical Environment

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
Ensure all pupils/parents/visitors can access all areas of the School	<p>Undertake an audit of the accessibility of School buildings and grounds. Suggest actions and implement as budget allows.</p> <p>Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability.</p> <p>Include questions in the School surveys about pupil/parent access needs.</p> <p>Utilise disabled parking spaces for disabled to drop off and collect children.</p>	<p>Modifications made to School building to improve access.</p> <p>All areas of the School building accessible.</p> <p>All disabled parents and pupils have every opportunity to be involved.</p>	Ongoing	Business Director SENDCO & Inclusion Manager	Business Director
Ensure that the temporary needs of pupils and staff with a short term disability are assessed and provided for	PEEP to be completed and access needs addressed, such as lift key issued, disabled parking space, leaving lessons early etc	Pupils and staff who have a short term disability can access all areas of the school building	Ongoing	Inclusion Manager/Deputy Inclusion Manager SENDCO	Business Director
Ensure classrooms optimally organised for disabled pupils	Obtain guidance from specialists (hearing impaired service, autism service, speech & language, educational psychology, family support etc).	Disabled pupils able to access learning environment more effectively.	Ongoing	Subject teachers HODs	Deputy Head (Pastoral) SENDCO & Inclusion Manager
Improve signage of evacuation procedures, internet safety and fire drills.	<p>Undertake audit of current signage.</p> <p>Obtain feedback from employees, pupils and visitors.</p>	<p>New signs clear and updated as required.</p> <p>Visually impaired employees/pupils/parents/visitors able to read and follow instructions on signage.</p>	Ongoing	SENDCO & Inclusion Manager	Business Director

	Replace signage to take account of appropriate colour schemes / size etc.				
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3. Improving Provision of Information to ensure that all pupils have equal access to School information

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
Improve communications with disabled pupils	<p>School to liaise with specialist employees to better understand the different formats of information available.</p> <p>Review signage around the school to ensure it is accessible to all.</p> <p>Ensure the school website is clear, simple and easy to navigate.</p> <p>Obtain feedback from pupils, employees, parents and visitors.</p> <p>Emergency evacuation systems to include alarms with both visual and auditory components.</p>	<p>Increased variety of information available and increased choices of how to access information.</p> <p>Improved communication with disabled pupils.</p>	Ongoing	<p>Inclusion Manager/Deputy Inclusion Manager</p> <p>SENDSCO</p>	Deputy Head (Pastoral)
Ensure that all parents and other members of the school community can access information	<p>Improve the availability of documents being provided in alternative formats (e.g. large print, braille, simplified/reduced language and audio format).</p> <p>Ensure the school website is clear, simple and easy to navigate.</p>	Improved access to information.	Ongoing	Inclusion Manager & SENDSCO	Deputy Head (Pastoral)

Ensure that parents who are unable to attend because of a disability can access parents' evening information.	Employees to hold parents' evenings by phone or send home written information.	Parents are informed of pupil's progress.	Ongoing	Subject teachers / PPL	Inclusion Manager & SENDCO