The Westborough School

Accessibility Policy

Adopted by The Westborough School LGB: October 2020

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Statement of intent

The Westborough School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The academy is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy academy life. The academy continually looks for ways to improve accessibility within the academy through data collection, parents/carer questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and academy's', DFE (2014)

1.3. This policy will be used in conjunction with the following academy policies and procedures:

- **Equality and Diversity Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Admissions Policy**
- **Behaviour Policy**
- **Supporting Pupils with Medical Needs Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**
- **Health and Safety Policy**

2. Definition

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

2.2. The effect of the Equality Act 2010 means that academy's cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

3.1. Staff members will act in accordance with the academy's Accessibility Policy and Accessibility Plan at all times.

3.2. The headteacher, in conjunction with the local Governing Body or a select committee, will create an Accessibility Plan with the intention of improving the academy's accessibility.

3.3. The local Governing Body, or a select committee, will be responsible for monitoring the Accessibility Plan.

3.4. The full local Governing Body will approve the Accessibility Plan before it is implemented.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

3.6. The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

3.7. During a new pupil's induction at The Westborough School, the head teacher will establish whether the pupil has any disabilities or medical conditions which the academy should be aware of.

3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

3.9. The head teacher, local Governing Body and senior leadership team (SLT) will work closely with the Trust and external agencies to effectively create and implement the academy's Accessibility Plan.

3.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the head teacher and local Governing Body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

3.11. All staff members and governors will partake in whole academy training on equality issues with reference to the Equality Act 2010.

3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the academy's **Equality and Diversity Policy**, as well as the **Special Educational Needs and Disabilities Policy**.

4.2. The Westborough School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the academy within a given timeframe.

4.3. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the academy's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

4.4. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in April 2020.

4.5. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.6. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.7. The Accessibility Plan will be used to advise other academy planning documents and will be reported upon annually in respect of progress and outcomes.

4.8. Both the Accessibility Policy and Accessibility Plan will be published on the academy website.

4.9. The Westborough School will collaborate with the Trust in order to effectively develop and implement the plan.

4.10. An access audit will be undertaken by the local Governing Body and SENCO every year.

4.11. The academy will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.12. During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review.

5. Equal opportunities

5.1. The Westborough School strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. The Westborough School is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

5.6. The Westborough School will ensure that all extracurricular activities are accessible to all pupils. The academy will make all reasonable adjustments to allow pupils with SEND to participate in all academy activities.

6. Admissions

6.1. The Westborough School will act in accordance with the Admissions Policy.

6.2. The academy will apply the same entry criteria to all pupils and potential pupils.

6.3. In the event of entry examinations, the academy will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

6.4. The Westborough School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the academy.

6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the academy community.

6.6. Information will be obtained on future pupils in order to facilitate advanced planning.

6.7. Prospective parents/carers of pupils with EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the academy in order to discuss the pupil's specific needs.

7. Curriculum

7.1. The Westborough School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. No pupil is excluded from any aspect of the academy curriculum due to their disabilities or impairments.

7.3. The Westborough School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The Subject Leaders for each subject and the SENCO will work together to adapt any pupil's EHCP, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

7.8. There are established procedures for the identification and support of pupils with SEND in place at the academy.

7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

7.10. Specialist resources are available for pupils with visual impairments, such a large print reading books.

7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

8.1. The Westborough School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the academy premises.

8.2. There are no parts of The Westborough School to which pupils with disabilities have limited or no access to.

8.3. The academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.4. There are provisions for nappy changing.

8.5. Where entrances to the academy are not flat, a ramp is supplied for access.

8.6. Wide doors are fitted throughout the academy to allow for wheelchair access.

8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

9.2. The local Governing Body and head teacher will review the policy in collaboration with the SENCO's support.

Appendix A – Accessibility Plan Template

Local Governing bodies must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Access to the curriculum	Issue	What?	Who?	When?	Outcome criteria	Review
Short term	To identify pupils who may need additional or different support upon entry to the school.	To liaise with previous school/settings to review new intake for September and mid-year admissions.	Head teacher SENCO Admissions Administrator	Summer 2019 Ongoing for mid-year applications.	All children on the SEND register to receive the appropriate support on entry. Smooth transition for mid-year admissions.	Needs of the children have been assessed on entry. The SEND register has been adjusted to reflect this. Staffing requirements planned around the September intake.
	To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset .	All staff	On-going	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Pupil Progress meetings Parent meetings	Increased access to an appropriate curriculum for all pupils

Medium term	To establish good working relationships with parents/carers who are 'difficult to reach.'	To establish close working relationships with parents through effective communication, workshops and information sessions.	Head teacher SENCO Administrators	Review throughout the year.	Strong links establishes with parents/carers, more parents/carers attend ISP reviews.	There are parents who regularly do not attend school events, ISP reviews etc. We will monitor attendance.
Long term	All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible.	Review all out-of-school provision to ensure compliance with legislation	All staff	On-going	All out-of-school activities will be conducted in an inclusive environment Where possible with providers that comply with all current and future legislative requirements	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils

The Physical Environment	Issue	What?	Who?	When?	Outcome criteria	Review
Short term	Environment	To ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs .	Head teacher SLT Site Manager SLT SENCo teaching staff Site Manager	On-going	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Safe evacuation practice completed.

Medium term	Environment	To ensure all displays are colourful and different textures, thus creating a visual, physical stimulating environment for all pupils and visitors. To ensure all signage throughout the school is easy to read.	Teachers Site staff Site staff	During Summer Break. Termly update of the displays along the corridors.	Environment stimulates learning for all and reflects our culture and ethos. Upgrading of whole school decoration.	Displays are easily accessible. Corridors to be repainted or touched up with white paint. Signage to be audited and replaced if need be. Fire Drill labels to be replaced with new class names.
Long term	Environment	To take into account the individual needs of our staff, pupils and visitors. To make changes where necessary so all individuals can fully access the school the school buildings and therefore enabling them to play a full part in school life.	Head teacher SLT Site Manager	Walk the school site Termly.	Westborough continues to be fully accessible to all staff, pupils and visitors. All children to take a full and active role in all aspects of school life leading to very good personal outcomes.	Termly school site walks are ongoing with the Site Manager and Head teacher. School Gateway is up and running. All communication is sent via email and is available on the website and in the front office. Newsletter introduced September 2017.

Information	Issue	What?	Who?	When?	Outcome criteria	Review
Short term						
Medium term	Written communication	To use a range of communication to ensure all parents/carers receive effective written communication from the school.	All staff	ongoing	Parents/carers fully aware of what is happening in school. Parents are able to support learning at home. New parents/carers signposted to Gateway on entry.	
Long term	Written/ verbal communication	To investigate use of a translator tool for key documents and information that needs to be shared to parents who Look at a variety of different translator tools are not able to speak/read English.	Head teacher EAL teachers	ongoing	Look at a variety of different translator tools.	Information on the school website is able to be translated for a wide range of languages; enabling the information to be accessible for all pupils.