



## Accessibility Plan

Approved	Summer 2021	Signed : C Sargent
Review date	Summer 2022	

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Weeth School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."



## **Key Objective**

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation at Weeth School for pupils and prospective pupils with a disability.

## **Principles**

Compliance with the DDA is consistent with Weeth's aims and equal opportunities policy, and the operation of Weeth's SEN policy. Weeth recognises its duty under the DDA:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC (disability rights commission) Code of Practice (2002).

Weeth School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Weeth provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**



#### **a) Education & related activities**

Weeth School will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions, and of appropriate health professionals from the local NHS Trusts.

#### **b) Physical environment**

Weeth will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate. We are continually reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

#### **c) Provision of information**

Weeth School will make itself aware of local services for providing information in alternative formats when required or requested.

#### **Action Plan**

See attached

#### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- building and site development plan
- SEN policy and local offer
- Equal Opportunities policy
- Curriculum policies.



Priority Target	Actions	Timescale	Cost/ Budget	Responsibility
<p>To liaise with pre-school providers and other educational establishments to ensure that our school is prepared for the intake of new pupils each year and those who transfer within year.</p>	<ul style="list-style-type: none"> <li>Liaison with pre-school providers to ensure that adapted or additional provision is in place at the start of the EYFS as needed.</li> <li>Liaison with other educational establishments to ensure that adapted or additional provision is in place as soon as possible after admission has been agreed and the place taken up.</li> <li>Invite pupils for transition meetings and visits if needed.</li> </ul>	<p>Annually (During the summer term)</p> <p>As required</p>	<p>Staff time/ School budget</p>	<p>EYFS lead and SLT.</p>
<p>Increasing the extent to which pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> <li>Staff aware of pupils' individual needs through the use of APDR and support plans.</li> <li>Ensure relevant pupils can access the curriculum by employing and using trained staff.</li> <li>Effective use of equipment to promote learning where appropriate</li> <li>Curriculum Planning makes provision for all pupils</li> <li>Lessons address a variety of learning styles and are differentiated appropriately.</li> <li>Monitoring of pupils to ensure significant progress is made</li> <li>School visits and extra curriculum clubs are accessible to all pupils regardless of attainment or impairment.</li> <li>Ensure that all staff planning off-site trips are aware of the Equality Act requirements</li> </ul>	<p>On entry As required</p> <p>Ongoing Weekly/Termly/Annually Ongoing</p> <p>Termly As required</p> <p>As required</p>	<p>Staff time/ School Budget Plus PE funds</p>	<p>All staff.</p>



	<ul style="list-style-type: none"> <li>• Staff support with writing risk assessments for day trips and residential trips where needed. Individual risk assessments completed where appropriate.</li> <li>• Inclusive PE equipment to be used regularly to ensure all children can participate in sessions</li> <li>• EYFS inclusion fund to be applied for where possible to ensure we can access resources for individual children to help meet their needs.</li> </ul>	<p>As necessary</p> <p>Ongoing</p> <p>As required</p>		
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;	<ul style="list-style-type: none"> <li>• Regular autism friendly classroom audits help inform the SENDCo/SLT about changes needed</li> <li>• Staff are given the opportunity to raise Health and Safety concerns weekly during staff briefing time.</li> <li>• Meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible.</li> </ul>	<p>Annually (Aut term)</p> <p>Weekly ongoing</p> <p>Termly</p>	School budget to cover staffing for meeting	All staff
To meet regularly with parents to ensure needs are being met.	<ul style="list-style-type: none"> <li>• Termly SEN review meetings for all children on School Support or with an EHCP. Targets are evaluated and SENDCO ensures all needs are being met, including physical needs.</li> <li>• EHCP applications are written in a timely fashion, in liaison with parents.</li> <li>• Referrals to outside agencies are completed alongside parents and recorded electronically on the pupil's file.</li> <li>• Termly H&amp;S inspections.</li> <li>• Annual reviews held yearly with both parents and external agencies for children who have an EHCP.</li> <li>• Suggested support and strategies from external agencies is always followed up in school and fed to class teachers and TAs ie speech</li> </ul>	<p>Termly</p> <p>As required</p> <p>As required</p> <p>Termly</p> <p>Ten-monthly</p> <p>As required</p>	Staff time/ Trained SENDCo	<p>VH, Class teachers, TAs</p> <p>VH</p> <p>VH</p> <p>Govs VH</p> <p>VH. Class teachers, TAs</p>



	<p>therapist targets, OT targets, physiotherapy. All reports and suggestions are recorded electronically on the pupil's file.</p>			
<p>To improve communication for non-verbal children</p>	<ul style="list-style-type: none"> <li>Individualised visual timetables using objects of reference and/or pictures.</li> <li>Relevant training for staff and advice from the speech and language therapists.</li> </ul>	<p>As required</p> <p>As necessary</p> <p>Half termly during SALT visits and by email where required</p>		<p>VH, class teachers, TAs</p>
<p>To improve communication for children with communication needs (EAL / ASD)</p>	<ul style="list-style-type: none"> <li>Visual timetables in place in each classroom, although these may look different from year group to year group as the children get older.</li> <li>Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety.</li> <li>Social stories are used regularly to help children with ASD understand key events/difficulties.</li> <li>Use of Now and Next boards for individual children.</li> <li>Traffic light lanyard symbols used where necessary.</li> <li>Autism champion liaises closely with SENDCo to ensure resources are available and the needs of children with a diagnosis of ASD or on the ASDAT pathway are being met.</li> <li>Bespoke curriculum and resources for children who are working below their year group national curriculum.</li> </ul>	<p>Ongoing for all</p>	<p>Staffing budget for EAL TA</p> <p>Autism Champion time</p>	<p>VH Class teachers and TAs</p> <p>LC (Autism Champion)</p>



<p>To improve access to learning for children with sensory needs</p>	<ul style="list-style-type: none"> <li>• Sensory breaks/space breaks to be planned in for children as required</li> <li>• Referrals to OT made for children as and when required</li> <li>• Funfit offered to all children who show sensory and coordination difficulties (4 times a week)</li> <li>• Autism champion to work alongside groups of children and individuals every afternoon.</li> <li>• Apply for the Early Inclusion Grant as and when required to ensure we can purchase equipment to help meet individual need.</li> </ul>	<p>Weekly</p> <p>As required</p> <p>Update groups termly</p> <p>Ongoing</p> <p>As required</p>	<p>Staff time</p>	<p>Class teacher</p> <p>VH</p> <p>VH</p> <p>VH</p> <p>VH</p> <p>VH/ RP</p>
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