Accessibility Plan

WESTBOURNE SCHOOL

Approved by:	Stacey Edwards & Krissy Higginson	**Date Approved**	Sep-26
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Every child has a right to high-quality teaching, to enable our pupils to achieve their greatest outcomes. We create opportunities for all pupils to engage in captivating lessons. We nurture dreams to build futures through care, compassion, quality, and impact.

The plan will be made available online on the school website, and paper copies will be 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 available partnerships 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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

1. Improving access to and participation within the curriculum					
To enhance the ability of disabled students to participate in the school curriculum, our aim at Westbourne School is to reduce and eliminate barriers to access. We are committed to ensuring full participation in the school community for all pupils, including those with disabilities. By fostering an inclusive environment, we strive to provide equitable opportunities for every student, allowing them to thrive academically and socially. This commitment involves ongoing assessment of our practices and the implementation of necessary adjustments to support the diverse needs of our learners.					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Effective communications with schools to provide a quality transition.	SLT SENDCo	To identify pupils who may need additional support. To complete pre-admission meetings with the SENCo and clinical team. Visit and observation at school where appropriate. Sharing Welcome Pack with families. To ensure parents/ pupils visit the site. Admission meeting with Family Liaison Officer.	Teacher/SENDCo time Welcome pack Transition document.	On going	Transition for children from other schools is smooth with adequate and appropriate resources and provisions.
Effective communication and engagement of parents	Deputy Head SENDco SLT	Introductory meetings in the Autumn Term with teachers and SENDCo, followed by termly open events with parents and carers. Two yearly reports. Annual review. PATH meeting if required. Parent events, monthly events with family liaison officer. Termly Fayres.	Annual review reports Annual reports PATH documentation	On going	Increased engagement of parents
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SLT	Internal and external training,. Autism support team, Speech and language, OT, audits, training and direct work. Training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive/adaptive practice and SEND procedures. Pupil profiles outlining a summary of needs and effective strategies and adaptations.	Staff meeting TA training SENDCo/Teachers time External agency training Pupil profiles A robust curriculum developed by subject specialists. Weekly spotlight sessions.	One year	Staff confidence in adapting the curriculum. Curriculum is ongoing and improving. Children's participation in the curriculum is broader and effective.

To ensure that the medical needs of all pupils are met fully within the capability of the school	SLT First Aid Lead	Conducting parent interviews/questionnaires during transition meetings. To liaise with external agencies. Make relevant referrals to external agencies. Improving training needs. Ensure medication and first aid policies are being followed. Medical grab forms completed.	Staff meeting Training First aid Lead Medical grab forms	On going	All advice acted upon. All pupils' needs are met, and they can access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SLT SENDco Clinical	Equipment provided when required, via meetings with internal clinical team or external agencies.	Audit of equipment and environment and needs Staff training Cost of resources	One year and ongoing	SEND children have appropriate equipment and resources that support their learning and remove barriers to learning.
Appropriate use of interventions and their success and impact on progress	Deputy Heads SENDco Pastoral Lead	Track intervention success. A clear referral system for MDT. Half termly MDT review meeting, including Have intervention groups across classes/year groups and for individual learners to give more children opportunities to attend interventions. Pyramid tracking to ensure inventions and support is in place according to EHCP provision.	Targeted intervention packs for pastoral and curriculum. MDT referral Pastoral team.	One year	The progress and attainment of all children is outstanding
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Books Curriculum	One year	Children will be able to identify with characters in stories, historical figures, and illustrations. They will feel seen in the curriculum and resources.
2. Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day trips in light of the current cohort	Deputy Head SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children can access the trip to its full extent. Pre-visit paperwork to be completed on EVOLVE and authorised by the EVOLVE Lead and Headteacher.	Risk Assessments Time for pre-visit if required	On going	All SEND can access all trips.
Ensure all children feel safe and involved at break and lunch times	SLT SST	Staff encourage children to join in clubs/activities. A clear timetable of activities to provide some structure and consistency to these unstructured periods. Staff to be allocated clubs and duties. Reports on sleuth to be able to identify any patterns of events in order to support effectively.	Spotlight sessions Club/activity timetable.	On going	Children feel safe in school – evidence in survey results from children.
Maintain safe access around the interior and exterior of the school	SLT Facilities Manager	Ensure all areas are safe and cleared to ensure children are safe and that walkways and other areas are clear. Communication with parents through letters/newsletters/website/1:1 school staff. Environmental audits.	Premise meeting minutes Premise walk Environmental audits	On going	There is safe access throughout the school. No accidents or near misses.
3 Improve the access and delivery of written information					
To Improve the delivery of information for disabled pupils and parents					
Review documentation on the website to check accessibility for parents	Deputy Head Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. The office should be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head's time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	SLT SENDCo	Ensure office staff can use Google Translate to translate any written letters and newsletters, and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents who may need support completing forms.	Google translate	Ongoing	Parents can access all information.

Improve use of pictorial communication systems (Widgit)	SLT SENDCO	Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SLT to train in the most effective ways to use Widgit.	Training Time for meetings	On-going.	All school staff are aware of the disabilities of children in their classes.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the Facilities Manager.

It will be approved by the Headteacher/Regional Director.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy