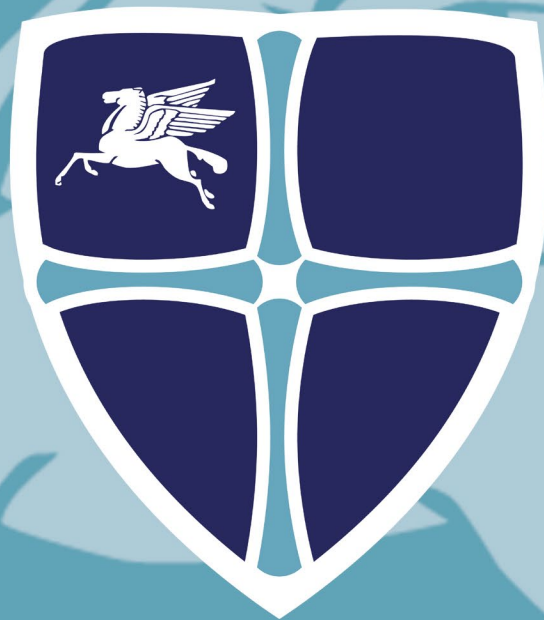


Wellfield School



Accessibility Plan

Chair of Governors – Mrs N Wood

Headteacher – Ms S Hammond

Updated - 05/12/21

Review Date - 05/07/22

INTRODUCTION AND AIMS

At Wellfield School we believe in providing every opportunity to develop pupils', young people, and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to, and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents, governors, and visitors with a disability. This plan works alongside our school SEN policy and is consistent with it in terms of principles and approaches to resourcing. For further information of how we support students with a Special Educational Need or Disability, please see our SEND Information Report (available on our website).

In the following plan we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years. Our accessibility action plan is resourced, implemented, reviewed and revised annually.

1. BACKGROUND

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Governing Body of Wellfield School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils;
- We do not discriminate against anyone as explained in the DDA, 1995;
- We do not allow any form of harassment of people with a disability;
- We will promote positive attitudes towards anyone living with a disability;
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school;
- We will encourage full participation by everyone in our school activities.

2. DEFINITIONS OF DISABILITY

A person has a disability if they have a physical or mental impairment that is:

- Substantial;
- Long-term; and

- Has an adverse effect on their ability to carry out normal every day activities?

3. PRINCIPLES

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy;
- As an admissions authority our admissions policy applies which does not discriminate against a disabled child;
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding them from the school for a reason related to the pupil's impairment;
- When recruiting staff disabled people will not be discriminated against;
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation;
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014, underpinning 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;
 by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils' young people and adults with disabilities

4. PURPOSE AND DIRECTION OF THE SCHOOLS PLAN

Wellfield School's Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents' governors, and visitors.

5. INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

Information about the needs of disabled people and their achievements will be gathered through:

- Pupil admission information;
- Discussion with parents/carers;
- SIMS data;
- SEN reviews/statements;
- Recruitment process;

- Discussion with relevant medical professionals and other outside support agencies.
- Data analysis (progress made and value added scores);
- Records of achievement;
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

6. VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

To ensure Wellfield School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our DES and AAP include:

- Pupils with and without a disability;
- Parents/carers of pupils who have a disability;
- Staff;
- Governors;
- Members of our community with relevant experience;
- Local Special School's and Outreach Teams.

Our consultation included questions about barriers to learning and full involvement in school life. We discussed:

- Movement around the building and grounds easily and confidently;
- Having equal opportunity to access lessons and other activities;
- How we could improve communication between home and the school;
- How we could raise awareness of the plan and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life.

7. THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of the school including trips and clubs;
- Improve the accessibility of written information to disabled pupils, young people and adults.

8. MAKING IT HAPPEN - AUDIT, MANAGEMENT, IMPLEMENTATION AND MONITORING

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all;
- Children have individual learning targets, closely monitored and regularly reviewed;
- All staff are trained in Assessment for Learning and this continues to be developed and updated;
- Analysis of value-added figures allows us to measure the impact of intervention and support strategies for all children;
- Support staff are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities;
- Intervention and SEND registers are kept up to date;
- Appropriate and specific intervention programmes for pupils with SEND;
- School Support Plans and reviews in place;
- Advice is sought from SEN Support Service (SENS) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'.

9. MAKING REASONABLE ADJUSTMENTS

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

- The building and grounds:
 - Structured and supportive out of class activities;
 - Ensuring all adjustments to current buildings are DDA compliant;
 - Denote hazards for the visually impaired;
 - Flexibility of seating arrangements to suit need;
 - Staff support to assist with the movement of students.
- Learning and teaching:
 - We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly;
 - Academic progress is monitored and 'value added' and achievement considered;
 - Additional support (small group or 1:1) will be provided where possible;
 - Individual targets and School Support Plans ensure aptness of teaching and learning strategies;
 - Targets will be monitored regularly;
 - Targets and progress towards them will be reported to parents regularly;

- Using IDSR and SISRA and monitoring by senior staff, we are able to track and analyse the achievement of all our pupils;
 - Review of policies in the school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies;
 - We are working towards becoming a 'Healthy School'
 - The school website will be reviewed and pages with information about links to disability will be built.
- Communication methods:
 - Use of interactive whiteboards;
 - Use of ICT resources by pupils;
 - Visual timetables for some pupils;
 - School Newsletter to Parents
 - Diary and news pages on the school website;
 - Informal discussions with parents;
 - Telephone messages and conversations with parents;
 - Formal discussions with parents as part of the Parents Forum;
 - Most information is available electronically and can be converted to other appropriate formats;
 - Governor meetings and attendance at parents evenings/other events.
 - The effectiveness of these adjustments will be monitored regularly, and the opinions of our disabled stakeholders canvassed. Feedback will come from:
 - Pupil interviews.
 - School Council.
 - Parental questionnaires.
 - Staff opinions (teaching and non-teaching).
 - Governors.
 - Other visitors and users of the school.
 - Outside Agencies.

10.MONITORING AND IMPACT ASSESSMENTS

The Governing Body will review the Action Plan every three years. We will measure the impact of any changes or initiatives on the quality of the school life in its widest sense for those pupils on our SEN register. This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability

- Pupil interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The action plan will be evaluated and updated annually. Formal review of the plan will take place after three years.

- The impact of school policies and practices on disability equality will be assessed at the time of review with the Governing Body and a review group which will include pupils with a disability (TBC)

11.GETTING HOLD OF THE SCHOOL'S PLAN

- The plan will be available on the school website and hard copies of all policies are available on request from the school's Main Office

WELLFIELD SCHOOL ACCESSIBILITY PLAN - IMPROVING THE PHYSICAL ACCESS AT WELLFIELD SCHOOL

Target/outcome	Strategies	Timescale	Staff Responsible
Ensure access available to the upper floor.	Access to the main lift for all students/staff who require it	Achieved (and maintained annually)	Site staff Reception staff PSOs
Access to all areas of the main hall.	Access to the lift for all students/staff who require it	Achieved (and maintained annually)	Site staff
Review evacuation procedures to check for possible inclusion of Stairmate/Globex stair climber (or similar) equipment.	If review deems it necessary, we will need to resource equipment and train staff on safe use.	Not required at present time but being monitored with intake	SEND team SLT site link
Bio Bidet to promote independence for identified students.	Appropriate item is installed, and staff trained to teach identified students as to safe and appropriate use	Achieved (ongoing review on needs basis)	SEND team
Ensure all with a disability can access the whole school environment	Create access plans and risk assessments for individual students where necessary	Ongoing	SEND team All staff
Ensure ease of site access for all stakeholders	Provide disabled parking spaces for all who require them	Achieved	Site staff

IMPROVING ACCESS TO CURRICULUM AREAS

Target/outcome	Strategies	Timescale	Staff Responsible
Ongoing training on differentiation across all curriculum areas leading to staff being more confident to support all students and students able to access all areas of the curriculum	<p>Ensure differentiation forms part of the CPD package, with advice also made available via School Support with plans for specific individual students, information on the VLE for a range of specific SEND and:</p> <ul style="list-style-type: none"> A differentiated curriculum with alternatives 	Ongoing	

	<p>offered if practicable.</p> <ul style="list-style-type: none"> • Access to additional intervention through the connect programmes. • HLTA and support assistance are fully trained to support different levels of need. • Use of ICT equipment • Access to additional practical aids • Access to alternative assessment arrangements • Access to school counselling if required 		
All school activities planned to ensure participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation leading to increased access for all students	Ongoing	All staff SENDCO
To finely review attainment of all SEN pupils	Regular data analysis to identify any underperformance.	1/2 termly.	SENCO Middle Leaders Class teachers
To deliver findings to the Governing Body	Accessibility plan review by governors.	Termly meetings with SEND governor.	SENCO SEND governor.
Classrooms are optimally organised to promote the participation and	Review and implement a preferred layout of furniture and equipment to support the learning	Ongoing	Teaching staff

independence of all students so lessons start on time without the need to make significant adjustments to accommodate the needs of individual students.	process in individual class bases.		
To establish close liaison with parents	To ensure parent and pupil voice is documented in collaboration between school and families.	Ongoing	SENCO Year Leaders

IMPROVING THE DELIVERY OF INFORMATION TO SEND PUPILS AND PARENTS

Target/outcome	Strategies	Timescale	Staff Responsible
Availability of written material in alternative formats and knowledge of those who may require this	School to make itself aware of the services available through the LA for converting written information into alternative formats and to make itself aware of those who may require this	Completed	SENDCO
Raise the awareness of adults working at and for the school on the importance of good communication systems eg students on placement and visiting professionals	Arrange training courses if required	Ongoing	SENDCO Staff with students on placement (eg HoDs, AHT T&L)
To enable improved access to written information for pupils Review documentation with a view of ensuring	Providing in class support such as appropriate font size, overlays, IT support etc, Auditing signage around the school to	Ongoing	SENCO Site manger

accessibility for pupils with VI	ensure that is accessible Classrooms optimally organised to promote the participation and independence of all students		
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