



The
Westminster
School

Accessibility Policy 2017-2020



Safe Happy and Learning Together
*Building foundations and providing
opportunities to create confident,
aspirational and independent members
of our community.*

Approved by Governing Body on: 21/09/17

Signed by Chair of Governors:

Ken Oho

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Lead Personnel:

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Date of Review:

21/09/20

1. Introduction and aims:

At The Westminster School we believe in providing every opportunity to develop a pupils' 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 and visitors with or without a disability.

2. Background:

Legal Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Both school and LA's are required to plan for:

a) Improving access to the physical environment of schools

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations 2010 and the Education (School Premises) Regulations 2012 and should be physically accessible to disabled pupils.

b) Increasing access for pupils to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LA's may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

c) Availability of written information

This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LA's and schools have a duty to review their strategies and plans, revise them if necessary and to implement them. LA's and schools should prioritise resources for implementing their strategies and plans.

3. Our Duty

It is our duty to make sure that:

- We do not to 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, 2005
- 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

4. Definition of disability:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities

5. Principles:

- Compliance with the above-mentioned legislation is consistent with the school’s aims, Equal Opportunities Policy and the School’s Special Educational Needs (SEN) Information Report.
- Our admissions policy does not discriminate against a disabled child.
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her 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, 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

6. Purpose and direction of the school’s plan:

The Westminster School’s Accessibility Action Plan (AAP) aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

7. Information from pupil data and school audit:

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

- Pupil admission information
- Parental questionnaire
- Pupil questionnaire
- SIMS data
- SEN reviews/EHCP’s
- Recruitment process
- Staff and Governors questionnaire
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress made and value added scores)
- 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.

8. Views of those consulted during the development of the plan:

To ensure Westminster 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 AAP include:

- Pupils
- Parents
- Staff
- Governors
- Partnerships with external agencies

9. The main priorities in the school's plan:

- Increasing the extent to which the school curriculum enables full participation for all groups of pupils
- Continuing to develop the physical environment of the school to increase the extent to which pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to pupils, young people and adults

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

(a) the physical environment:

- Structured and supportive playtime and lunchtime activities
- Ensuring all adjustments to current buildings are compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need
- Availability of specialist equipment for pupils when required

(b) curriculum:

At The Westminster School, we recognise that in order for our pupils to achieve their potential, all staff at The Westminster School should endeavour to employ current pedagogic styles and ideas. We work with agencies and training centres to establish best practice and curriculum development in order to ensure that the Curriculum is accessible and relevant to all. The Westminster School delivers a Curriculum based on feedback from pupils, parents, staff and Governors. This ensures that all pupils access a relevant program at the appropriate level of learning. Whilst doing this we ensure that, through cross-curricular links, pupils are supported to develop their own learning and map subject knowledge in order to deepen their knowledge and application of higher level thinking and independent skills.

We recognise that our pupils have personal needs which are central to their learning and for some present additional challenges to their success. Daily provision must be responsive to these needs and curriculum balance and design be reviewed on an on-going basis to enable the holistic needs of pupils to be met.

Examples include:

- facilitating the accurate identification and assessment of individuals
- supporting pupils so their health and well-being needs can be met and they can access the curriculum.
- supporting postural management and encouraging the development, refinement or maintenance of skills in independent mobility
- helping pupils to manage personal care
- promoting relaxation and support to help pupils manage stress and anxiety
- supporting pupils to overcome sensory barriers to learning including visual and auditory impairment
- use of technology to aid pastoral and academic success
- promoting independence and learning through use of specialist aids and equipment
- Differentiated pathways to maximise learning opportunities and preparation for adult life.

Curriculum provision includes access to learning outside the classroom. All pupils have the opportunity to access an outdoor curriculum irrespective of their disability. We work closely with external providers to ensure that any provision we use is accessible for all. This includes quality assurance checks and the offer of training for outside agency staff to better understand the needs of our pupil.

Further information on differentiation, planning and assessment can be found in the Teaching and Learning Policy

(c) communication

Many of our pupils have an identified speech, language and communication difficulty. This means that they are not always able to communicate their needs, wants or preferences to those around them. Communication between home and school is also important so parents are able to know developments within the school or the latest news. At The Westminster School we support communication with pupils, staff and parents using a variety of different mediums. These include:

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Appropriate visual labelling and signage
- Newsletters to parents
- News pages on the school website (when available)
- Visual support to access website information
- Updates and latest news using our social media sites
- Informal discussions with parents
- Monthly coffee morning for families
- Home-school communication books
- Pupil communication passports for those with complex needs
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats
- Governor meetings

11. Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Summer Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense.

The action plan will be evaluated and updated annually.

Accessing the school's plan

- The plan will be available on the school website and hard copies produced on request at the school office.

The Westminster School Accessibility Action Plan

Physical Environment

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Review and update Accessibility Policy	To have relevant and purposeful policy	HT, SLT, Governors		Summer 2017
Complete Communication Audit (part of standards from Autism Society)	Prioritise issues and set targets	HT, SLT, Governors	Autism Accreditation mark achieved	September 2018
Develop outdoor space at rear of the property	Trim trail playground will be built to include sensory activities	HT, SLT, Governors	Planning completed in liaison with pupils. Equipment to be erected in Summer 2017	September 2018
Creation of a sensory garden	Allotment area will be developed to include sensory spaces	HT, SLT, Governors		July 2018
Ensure that outdoor learning is accessible to all including pupils with physical disabilities	Forest school and any trips that take place will be fully accessible	HT, SLT, Governors		Ongoing

Curriculum

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Revise curriculum framework	Curriculum policy will be updated to reflect changes to curriculum framework	HT, SLT, Governors	Curriculum policy updated and new curriculum in place. This is reviewed on an annual basis	September 2014 ongoing
Embed a Personal Development assessment framework for pupils with complex needs	All pupils will demonstrate progress in the area of Personal Development	HT, SLT, Governors	New assessment framework created. Parents, Governors and Inclusion support aware of Personal Development framework.	July 2018

Availability of Information

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Review and update the school website	Ensure that new accessibility functions are integrated into update of site	Business Manager		December 2017
Ensure that all documentation sent home is accessible for all	Parents/carers will be able to understand written communication that is sent home.	Business Manager		December 2017

Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are to be kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisors	Ongoing
Corridor access	Corridors are wide with access for wheelchairs and standing frames	Ensure pupil equipment does not block corridor	Headteacher	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Site supervisors	Ongoing
Parking bays	Disabled parking bays marked	None required	Site supervisors	Ongoing
Entrances	Automatic front doors - enclosed lobby	None required	Headteacher	Ongoing
Toilets	There are designated toilets with disabled access and alarms	Regular testing of alarms	Site supervisors	Ongoing
Reception area	Accessible to wheelchair users	None required	Headteacher	Ongoing
Internal signage	Accessible signs in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place. Identified pupils have personal emergency evacuation plans	Ensure weekly testing of system and maintenance	Site supervisors	Ongoing