Westbourne Academy

Accessibility Plan 2020-2023

Review Date: September 2021

Improving Education Together.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. (*Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack))*	*			
Grouping of students (*by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up)*	*			
Homework policy and practice **(policy in place)** Remote Learning **(policy in place)**		*		
Academy discipline and sanctions *(reference Behaviour Policy)*	*			
Exclusion procedures (*reference Exclusions Policy.)*	*			
Academy clubs and activities (*full access as relevant also reference e.g. Off Site Visits Policy)*	*			
Academy trips, including overseas visits, are made accessible to all students irrespective of attainment or impairment? **(trips policy and risk assessments)** Please note that due to Covid 19, academy trips are put on hold.	*			
The academy's arrangements for working with other agencies	*			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	*			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled students.		*		
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all students		*		
Students who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.		*		
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.	*			
Emergency and evacuation systems are set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components.	*			
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.	*			
The décor or signage is not confusing or disorientating for disabled students with visual impairment, autism or epilepsy.	*			

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which students should have access are well lit.	*			
Steps have been made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment.	*			
There is ease of access to all academy facilities.		*		
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.	*			
Sports activities are available to all.	*			
The academy has in place emergency procedures which takes into account the needs of all students.	*			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all students to achieve.		*		
Teachers and teaching assistants have the necessary training to teach and support disabled students.		*		
All lessons are responsive to pupil diversity.	*			
Lessons involve work to be done by individuals, pairs, groups and the whole Class.	*			
All students are encouraged to take part in music, drama and physical activities.	*			
Staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education.	*			
The academy provides access to computer technology appropriate for students with disabilities.	*			
Classroom organization allows for the needs of all students.		*		
Timetable design takes note of any pupil who may have a disability or a special educational need.		*		
All students are given consideration for assessment and exam arrangements.	*			
All students are prepared for the next phase of education.	*			
Staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading.	*			
Staff recognise and allow for the additional time required by some disabled students to use equipment in practical work.	*			

There are high expectations of all students.	*			
Staff seek to remove all barriers to learning and participation. **(reference Equal Opportunities Policy)**	*			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information.		*		
The academy can produce written information in different formats (as required)	*			
Staff are familiar with technology and practices developed to assist people with disabilities.	*			
All staff, students and parents have access to information.	*			

	KEY RECOMMENDATIONS
Physical Access	Through regular health and safety audits, ensure that there are no barriers to physical access. Ensure lifts are kept in working order. Ensure there are ramps to allow for wheelchair access. Regular fire alarms to check that evacuation procedures are fit for purpose. Ensure adaptations are made for students with physical disabilities. Ensure physical access around the academy site is fit for Covid-19 protocols.
Curriculum Access	Implement interventions for students who are struggling to access the curriculum. Provide further training in differentiation. Provide training for Teaching Assistants on how to support learning in the classroom. Provide training for staff on how to deploy Teaching Assistants effectively in the classroom. Ensure all students can access home learning, whether this is through ICT or alternative methods. Ensure that the remote learning policy is implemented to support students during lockdown.

Information Access	Ensure staff are aware of adapting resources for students who are visually impaired.
	Ensure all communication can be available in different formats if needed.
	Ensure students' needs are met when transferring from other schools.
	Increase parental engagement.
	Ensure communication to new Year Six parents is clear and robust.

Accessibility Plan- Key Recommendations

Improving the physical environment of the academy to increase access to education by disabled students, staff and visitors.

Desired Outcomes from actions taken	Specific actions (including CPD)	Achieved by (Date)	Person	Resources	RAG	Review RAG
To ensure that there are no barriers to physical access around the academy.	Regular health and safety walks are carried out by the Site Team and Jon Paisley.	Ongoing	Regional Estates Manager/ Site Team	Premises maintenance budge	A	
To ensure that lifts are kept in working order at all times and are fixed accordingly.	Ensure lifts are always working to allow disabled students access to their lessons.	Ongoing	Regional Estates Manager	Costs of fixing the lifts.	R	
To ensure that the physical environment is accessible to visually impaired students.	Liaison with LEA advisor when needed.	Ongoing	SENCO	Resources	A	
To ensure that the physical environment is accessible to hearing impaired students.	Liaison with LEA Advisors. Guidance for staff.	Ongoing	SENCO	Resources	A	
To ensure that Covid 19 protocols are implemented throughout the academy.	Ensure up to date guidance from the DFE is implemented.	Ongoing	Principal Site Team	Premises/Maintenance budget	A	
To ensure staff and students are competent in being able to evacuate the buildings in event of an emergency.	Emergency evacuation procedures to be practiced on a termly basis. This will be evaluated and actions taken to modify the procedure.	Termly	Principal		G	

To ensure that adaptations are made for students with physical disabilities.	Liaison with LEA Advisor. Adapt to support students where needed.	Ongoing	SENCo	Purchase of resources where needed.		

Increasing the extent to which disabled students can participate in the curriculum.

Desired outcomes from actions taken	Specific actions (including CPD)	Achieved by (Date)	Person	Resources	RAG	Review RAG
To ensure that staff are confident in differentiation.	Conduct learning walks focusing on differentiation. Audit staff training requirements. Offer coaching/support for staff.	Ongoing	SENCO/Vice Principal/ Assistant Principal	CPD time. Team meetings. Relevant courses	A	
To provide training for staff on SEND so that staff are fully aware of the individual needs to students and understand their responsibility in meeting these needs.	Handbook to be given to staff about the different types of SEND. SENCO to provide bespoke training to individual departments at least once per half term. SENCO to provide training to new staff. Staff Intranet pages on SEND are constantly updated.	Ongoing	SENCO	Staff training time. Bespoke sessions on different SEND elements.	A	
To provide training for Teaching Assistants on effectively supporting students in the classroom.	Teaching Assistants to be enrolled on either Level Two or Three course on 'Supporting Students In The Classroom'. Regular fortnightly CPD sessions. Access to external CPD courses.	Ongoing	SENCO	CPD Budget. Faculty Training time for extended PD sessions.	A	
To ensure that students with disabilities and medical needs have fair access to trips and extra curricular events.	Review all risk assessments for trips to ensure they include a full evaluation of the risks specific to students with disabilities and medical needs.	Ongoing	SENCO/Assistant Principal in charge of educational visits		G	

To ensure that appropriate interventions are put in place to support students' access to the curriculum.	Review students' needs. Implement appropriate interventions with clear entry and exit criteria. Review on a termly basis.	Ongoing	SENCO/Senior TAs	Funding for any appropriate interventions.	A
To ensure that the remote learning policy is robust and supports students effectively in case of lockdown.	Departments to devise their own internal remote learning policies. Resources to be available.	Ongoing	Assistant Principal	Relevant resources to be purchased.	A
To ensure that all students can access home learning.	Home Learning Audit. Departments to ensure that home learning is set regularly and can be available in different formats.	Ongoing	Assistant Principal	Access to relevant software programmes.	A

Improving the delivery of communication with disabled students and their parents.						
Desired outcome from actions taken	Specific actions (including CPD)	Achieved by (Date)	Person	Resources	RAG	Review RAG
To provide guidance for teachers on ensuring that all resources are in a format which is accessible to students with disabilities.	SENCO to provide teaching staff with all necessary information to enable them to modify teaching resources to suit the needs of all students.	Ongoing	SENCO and Team Leaders	Access to SEND Intranet. Updates. Buy relevant resources for individuals.	A	
To research alternative formats for Academy publications including prospectus, newsletters, letters etc so that academy information is available for all	SENCO to investigate alternative formats	Ongoing	SENCO		G	
To increase parental engagement.	Provide opportunities for parents to attend events in the school to support their child with learning	Ongoing	SENCO/TA Team	Funding for refreshments etc.	A	

To ensure students' needs are met when transferring from other schools to Westbourne.	SENCO to visit feed primary schools and met with SENCOs. Discuss students' needs and plan any adjustments and approaches to be made/used at Westbourne. Arrange for students to make additional visits if needed. Support individual students on transition days in July.	Ongoing throughout the year	SENCO/ Transition Lead	Time	G	
To ensure communicatin for new parents (Year Six) or mid-year transfers is robust.	Maths workshops to start running. Consider more informal events to gauge parental engagement. Creation of FAST Guide. Producing resources in different formats e.g. videos, visual guides.	Ongoing	SENCO/ Admin Assistant/ Principal	Funding for resources.	A	