



Westbourne Academy

Accessibility Plan 2021-2023

Review Date: September 2022

Improving Education **Together.**

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. (<i>Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack</i>)	*			
Grouping of students (<i>by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up</i>)	*			
Homework policy and practice (policy in place) Remote Learning (policy in place)		*		
Academy discipline and sanctions (<i>reference Behaviour Policy</i>)	*			
Exclusion procedures (<i>reference Exclusions Policy.</i>)	*			
Academy clubs and activities (<i>full access as relevant also reference e.g. Off Site Visits Policy</i>)	*			
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 the ongoing Covid 19 pandemic, guidance on trips might change.	*			
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 considers 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 <i>Equal Opportunities Policy</i>)	*			

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	<p>Through regular health and safety audits, ensure that there are no barriers to physical access.</p> <p>Ensure lifts are kept in working order.</p> <p>Ensure there are ramps to allow for wheelchair access.</p> <p>Ensure that the site is accessible to students with visual impairments and adjustments are made on the advice of Local Authority Advisors.</p> <p>Regular fire alarms to check that evacuation procedures are fit for purpose.</p> <p>Ensure students with visual impairments, hearing impairments etc are prepared for emergency situations such as evacuations.</p> <p>Ensure adaptations are made for students with physical disabilities.</p> <p>Ensure physical access around the academy site is fit for Covid-19 protocols if they arise in the future.</p>

<p>Curriculum Access</p>	<p>Implement interventions for students who are struggling to access the curriculum, especially due to gaps in learning as a result of the Covid 19 pandemic.</p> <p>Provide further training in differentiation.</p> <p>Provide training for Teaching Assistants on how to support learning in the classroom.</p> <p>Provide training for SLT and teaching staff on how to deploy Teaching Assistants effectively in the classroom.</p> <p>Provide SEND Drop Ins for staff.</p> <p>Ensure all students can access home learning, whether this is through ICT or alternative methods.</p> <p>Review the remote learning policy and ensure that this is robust in the event of another lockdown.</p> <p>Ensure students, who are isolating due to Covid 19, have access to work.</p> <p>Classroom organisation ensures access to curriculum for all students where SEMH needs, or visual/hearing/physical/medical needs could be a barrier to learning.</p>
<p>Information Access</p>	<p>Ensure staff are aware of adapting resources for students who are visually impaired.</p> <p>Ensure staff know of other methods for communication which can be used with students such as widgets and talking mats.</p> <p>Ensure all communication can be available in different formats if needed.</p> <p>Ensure students' needs are met when transferring from other schools, especially mid-year transfers.</p> <p>Increase parental engagement.</p> <p>Ensure communication to new Year Six parents is clear and robust.</p>

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 Sensory team from the LEA. Site risk assessment from specialist assessor. Recommendations from assessment acted upon.	Ongoing	SENCO/ Regional Estates Manager	Resources	R	
To ensure that the physical environment is accessible to hearing impaired students.	Liaison with Hearing Impairment Service. Recommendations from Specialist Teacher of the deaf.	Ongoing	SENCO	Resources	A	
To ensure that Covid 19 protocols are implemented throughout the academy if another lockdown arises.	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 students with visual or hearing impairments or students who will struggle with sensory overload are prepared for emergency situations such as fire alarms or lockdown.	Training for students on the signs and what they need to do in the event of an emergency.	Ongoing	SENCO		A	
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.	A	

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. Work with Lead Practitioners.	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.	SENCO to provide training to new staff. Use of SWAY handbook to highlight the different areas of SEND needs. Use of SIMS marksheets with strategies for SEND students. Launch of Provision Map software across the academy.	Ongoing	SENCO/Principal	Staff training time. Staff briefings/meetings.	A	

<p>To provide training for staff on how to deploy Teaching Assistants effectively within the classroom.</p>	<p>SLT meeting for SENCO and MBUTA trainer to discuss.</p> <p>MBUTA trainer to provide training for staff.</p> <p>Learning walks to evidence deployment of Teaching Assistants.</p>	<p>Ongoing</p>	<p>SENCO/MBUTA trainer/SLT</p>	<p>Staff training time.</p> <p>Learning walks.</p>		
<p>To provide training for Teaching Assistants on effectively supporting students in the classroom.</p>	<p>Teaching Assistants to have their own areas of specialism within the department.</p> <p>Regular fortnightly CPD sessions.</p> <p>Access to external CPD courses.</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>CPD Budget.</p> <p>Faculty Training time for extended PD sessions.</p>	<p>A</p>	
<p>To ensure that students with disabilities and medical needs have fair access to trips and extra-curricular events.</p>	<p>Review all risk assessments for trips to ensure they include a full evaluation of the risks specific to students with disabilities and medical needs.</p>	<p>Ongoing</p>	<p>SENCO/Assistant Principal in charge of educational visits</p>		<p>G</p>	

<p>To ensure that appropriate interventions are put in place to support students' access to the curriculum.</p>	<p>Review students' needs, especially in the light of the ongoing Covid 19 pandemic.</p> <p>Implement appropriate interventions with clear entry and exit criteria.</p> <p>Review on a termly basis.</p>	<p>Ongoing</p>	<p>SENCO/Senior TAs</p>	<p>Funding for any appropriate interventions.</p>	<p>A</p>	
<p>To ensure that the remote learning policy is robust and supports students effectively in case of lockdown. To ensure that students self-isolating can access any relevant work.</p>	<p>Departments to devise their own internal remote learning policies.</p> <p>Resources to be available.</p> <p>Ensure students self-isolating have work available.</p>	<p>Ongoing</p>	<p>Assistant Principal/SENCO</p>	<p>Relevant resources to be purchased.</p>	<p>A</p>	
<p>To ensure that all students can access home learning.</p>	<p>Home Learning Audit. Departments to ensure that home learning is set regularly and can be available in different formats to meet the needs of students.</p>	<p>Ongoing</p>	<p>Assistant Principal</p>	<p>Access to relevant software programmes.</p>	<p>A</p>	
<p>To ensure that classroom organisation ensures that all needs can be met.</p>	<p>Guidance on supporting SEMH needs within the classroom.</p> <p>To investigate the use of 'Zones of Regulation' to support learners.</p>	<p>Ongoing</p>	<p>SENCO/SEMH TA Team</p>	<p>Resources.</p>	<p>A</p>	

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 staff on alternative methods of communication with students who struggle with communicating their ideas.	Look at the use of widgets as a method of communication. Launch 'Talking Mats'	Spring Term	SENCO	Purchase any relevant resources.	A	
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	

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

