Westbourne Academy

Accessibility Plan 2023-2025

Review Date: September 2024

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**)	*			
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 *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 that the site is accessible to students with wheelchairs. Ensure students with a wide range of medical needs can access the site. Ensure that the site is accessible to students with visual impairments and adjustments are made on the advice of the LEA's Sensory and Physical Team. Regular fire alarms to check that evacuation procedures are fit for purpose. Ensure protocols are established for the evacuation procedures for students in wheelchairs. Ensure students with visual impairments, hearing impairments etc are prepared for emergency situations such as evacuations. Provide equipment for students who struggle with conditions such as hypermobility.

Curriculum Access	Implement interventions for students who are struggling to access the curriculum, especially given the aftermath of the pandemic.
	Provide further training in adaptive teaching.
	Launch ' Know Me To Teach Me' to support class teachers with strategies and understanding
	Provide training for Teaching Assistants on how to support learning in the classroom.
	Provide training for SLT and teaching staff on how to deploy Teaching Assistants effectively in the classroom through the use of a communication document.
	Provide SEND Drop Ins for staff.
	Ensure all students can access home learning, whether this is through ICT or alternative methods.
	Classroom organisation ensures access to curriculum for all students where SEMH needs, or visual/hearing/physical/medical needs could be a barrier to learning.
Information Access	Ensure staff are aware of adapting resources for students who are visually impaired or hearing impaire.
	Ensure staff know of other methods for communication which can be used with students such as widgets and talking mats.
	Ensure all communication can be available in different formats if needed.
	Ensure students' needs are met when transferring from other schools, especially mid-year transfers.
	Devise a mid year transfer admissions process.
	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 the Academy Coordinator.	Ongoing	Site Team/Academy Coordinator.	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	Academy Coordinator	Costs of fixing the lifts.	R	
To ensure that the physical environment is accessible and safe to visually impaired students.	Liaison with Sensory team from the LEA. Site risk assessment from specialist assessor. Recommendations from assessment acted upon.	Ongoing	SENCO/ Academy Coordinator /Regional Estates	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. Trial radio aids for identified students.	Ongoing	SENCO	Resources	A	.
To be aware of the access needs of disabled students, staff, governors, parents and carers.	Ensure there are no barriers to access. Ensure risk assessments are in place	Ongoing	Academy Coordinator /SENCO	Premises Maintenance Budget	R	

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/Academy Coordinator		G	
To ensure there is a risk assessment and evacuation plan in place for students in wheelchairs.	Academy Coordinator to decided on evacuation plan and ensure risk assessment is in place.	Termly	Academy Coordinator /Estates		A	
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. Staff are aware of the needs of students and can support accordingly. Use of PEEP (Personal Emergency Evacuation Plan) if needed.	Ongoing	SENCO/Academy Coordinator		A	
To ensure that adaptations are made for students where use of a wheelchair is needed.	Liaison with LEA Advisor. Adapt to support students where needed. Risk Assessments.	Ongoing	SENCo/Academy Coordinator	Purchase of resources where needed.	R	
To ensure that all students with medical needs can access the academy.	Liaison with relevant health professionals. Risk Assessments created and shared with staff	Ongoing	SENCO/Academy Coordinator	Purchase of resources where needed.	A	

To ensure resources are purchased such as slopes and wobble cushions for students who need the adjustments.	Provide equipment on an individual basis	Ongoing	SENCO	Purchase of resources	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 adaptive teaching, especially with the move to predominantly mixed ability teaching.	Conduct learning walks focusing on responsive teaching. Audit staff training requirements. Work with individual subject departments. Launch of 'Know Me To Teach Me' folders.	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 Bromcom arksheets with strategies for SEND students. 'Know Me to Teach Me' model embedded in the academy. 'Assess, Plan, Do, Review' cycle embedded in the academy. Launch 'Provision Map'	Ongoing	SENCO/Principal	Staff training time. Staff briefings/meetings.	A	

To provide training for staff on how to deploy Teaching Assistants effectively within the classroom.	Assistant SENCO to work with Institute SEND specialist on learning walks. Conduct learning walks. Provide guidance for staff	Ongoing	SENCO/Assistant SENCO/Institute SEND Specialist	Staff training time. Learning walks.	R/A	.
To provide training for Teaching Assistants on effectively supporting students in the classroom.	Teaching Assistants to have their own areas of specialism within the department. Regular weekly CPD sessions. Access to external CPD courses.	Ongoing	Assistant 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/Academy Coordinator		G	

To ensure that appropriate interventions are put in place to support students' access to the curriculum.	Review students' needs, especially looking at closing the gaps in learning. Implement appropriate interventions with clear entry and exit criteria. Review on a termly basis.	Ongoing	SENCO/Assistant SENCO	Funding for any appropriate interventions.	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 to meet the needs of students. Launch of homework club from 3pm to 4pm on a daily basis	Ongoing	Assistant Principal/SENCO	Access to relevant software programmes.	A	
To ensure that classroom organisation ensures that all needs can be met.	Guidance on supporting SEMH needs within the classroom. Schematic work to support staff with challenging classes. Trial of classroom research project	Ongoing	SENCO/LEA Team	Resources.	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 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 SENCO to look at interpreting documents for EAL parents.	Ongoing	SENCO		A	
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 Year Six 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 devise a process for mid year admissions.	SEND department to test mid year admissions. Admissions Officer to go through School Money, Behaviour and Social Norms and other aspects of school life. Information to be complied in a report. Report sent to HOH and KS3 Data Support.	Ongoing	SENCO/KS3 Data Support/Admissions Officer		A	

To ensure communication for new parents (Year Six) or mid-year transfers is robust.	Parent evenings in May to meet key staff. Creation of new guide 'Moving Up to Westbourne' Producing resources in different formats e.g. videos, visual guides.	Ongoing	SENCO/ Admin Assistant/ Principal/ HOH Churchill	Funding for resources.	A	.