



The Weston Federation

Accessibility Plan – 2021-24

Background to Accessibility strategy and Purpose of the plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in schedule 10 relating to Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

(The Weston Federation) are committed to providing an accessible environment which values and includes all staff, parents, pupils and visitors. We will challenge negative attitudes about disability and accessibility and strive to develop a culture of awareness, tolerance and inclusion.

The Weston Federation will ensure accessibility of provision for all pupils, staff and visitors by formulating a three year accessibility plan. This plan will be updated annually.

The Action Plan

There are 3 different areas to be considered within the plan.

- 1. Improving Education and related activities** – We will continue to seek and follow the advice of Local Authority services such as specialist advisory teachers/health professionals, making reasonable adjustments as necessary. Through monitoring and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils in our school. We aim to meet every child's need within mixed ability, inclusive classes with appropriate support where required. We ensure that the wider curriculum of the school is available to all pupils such as participation in after school clubs, school visits etc.

2. **Improving the physical environment** – We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements/refurbishments of the school buildings and grounds. We have modern accessible buildings with ramps/lifts where necessary. In exceptional cases we add specialist facilities as necessary.
3. **Improving the provision of information** – The school will make itself aware of available local services and information. Information will be provided in alternative formats where required or requested. Where a particular need is identified we will provide the relevant support and materials/resources with advice from appropriate professionals.

The three-year Action Plan for **physical accessibility** relates to the access audit of the school which is undertaken regularly. This will be revisited on an annual basis prior to the end of the plan. The Governors have regard to accessibility termly in the Health & Safety Committee. Information about the Accessibility Plan is published on the schools websites and in the Governors Annual Report.

1. Improving Education/Access to the curriculum

In order to increase the extent to which disabled pupils can participate in the school's curriculum, the following practice is in place in addition to the identified targets below:

- Senior Leaders identify training needs in the Spring Term and liaise with SENCO
- Transition meetings held and transition plan created for children with SEN/Disabilities.
- Register of all pupils with medical needs accessible in ALL classrooms and updated when new pupils are added.
- Care plans created with parents along with Health Visitor/school nurse where appropriate and reviewed annually
- All venues and transport are assessed for suitability.
- Risk assessments completed.
- Regular review of PE policy. Pupils supported as required. Liaison with parents.
- Adaptations made where necessary to support individual pupils.
- Advice from the occupational therapy service is sought in relation to specialist seating needs etc.
- Furniture and equipment is adapted to support the learning process.
- Toilet areas will be of an appropriate size to the age of the children, fitted with rails and steps provided where necessary to provide disabled access.
- Outreach' support accessed where necessary and any training opportunities provided attended.
- SENCO and Site Manager liaise with staff to compile PEEPs.
- Individual evacuation plans are created for disabled pupils.
- Site Manager monitors and evaluates the effectiveness of plans regarding evacuation procedures.

1.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To provide support to pupils with communication difficulties in order to access the English element of the curriculum	To procure training in the use of colourful semantics/sound linkage programmes in order to support pupils access to the English element of the curriculum	Ongoing	SENCO to determine need of training and source training Principal to arrange training	Pupils with communication difficulties are well supported in the use of specific programmes which improve access to the English curriculum
To provide support to pupil with choking/feeding difficulty	Close liaison with Parents, Medical professionals and Speech and Language Therapy Service. 1:1 adult support provided at lunchtimes	Ongoing	SENCO to liaise with staff, parents and all agencies to share information	Pupil with choking/feeding difficulty is able to access full days in school
To ensure support is provided as required for pupil with Chiari Malformation due to undergo surgery in December 2020	Close liaison with Parents and Medical Professionals and other agencies as required in order to meet the as yet, undetermined needs that this pupil may have	Ongoing	SENCO to liaise with staff, parents and all agencies to share information	Pupil with Chiari Malformation will have needs met as they arise/change
To ensure that pupils with medical needs can access out of school visits.	Key person to be allocated to ensure safety of pupils with medical needs during out of school activities. Close liaison with Parents and Medical Professionals where required	Ongoing	Principal/SENCO	Pupils with medical needs are able to access out of school activities
To ensure the engagement of pupil with Behaviour difficulties and minimise the need for fixed term exclusions	1:1 support provided in class to follow pupils' behaviour plan under the direction of the SENCO	Ongoing	SENCO/Principal and person providing support in class	Pupil with behavioural difficulties avoids fixed term exclusions and is able to participate in the curriculum

2. Access to the Physical Environment/ AUDIT

An Access Audit was carried out by the Site Manager and Senior staff on H&S Committee.

WESTON INFANT ACADEMY

ACCESS REPORT REF.	ITEM	ACTIVITY	TIMESCALE	RESPONSIBILITY	COST
1	To ensure steps are painted in White or Yellow Non-slip paint.	Paint the steps between the Year 1 classroom and the outdoor learning environment.	September 2021	Site Manager/Senior Leaders	£150
2	To ensure risers on steps are painted in a contrasting colour.	Paint the risers on any of the steps in/outside the building.	September 2021	Site Manager/Senior Leaders	£150
3	To provide areas in the school where pupils can go to as an alternative to going outside?	Designate a safe indoor space for children to use as an alternative to outdoor provision.	September 2022	Site Manager/Senior Leaders	Nil

WESTON JUNIOR ACADEMY

ACCESS REPORT REF.	ITEM	ACTIVITY	TIMESCALE	RESPONSIBILITY	COST
1	To install a handrail by the UKS2 entrance.	Handrail provided on the ramp for entry to the UKS2 Playground Entrance	Sept 2021	Site Manager/Senior Leaders	£200
2.	To prepare Junior Site environment for Year 2 Pupil currently at the	Audit of physical environment in relation to her physical needs. - Toilet step	September 2020	SENCO/SLT	

	infants who has additional needs.	<ul style="list-style-type: none"> - Handrail - Toilet seat - Specialist furniture 			
3.	Designated 'safe space' allocated to pupil with ADHD/ASD and associated sensory difficulties	'Safe space' outside the immediate classroom area to be allocated	September 2020	Asst Senco/SENCO	NIL
4.	To ensure steps are painted in White or Yellow Non-slip paint.	Paint the risers on any of the steps in/outside the building.	September 2021	Site Manager/Senior Leaders	£150
5.	To ensure risers on steps are painted in a contrasting colour.	Designate a safe indoor space for children to use as an alternative to outdoor provision.	September 2022	Site Manager/Senior Leaders	£150

3. Access to information

In order to improve the delivery of information (which is readily accessible to pupils who are not disabled) to disabled pupils/parents the following practice is in place in addition to the identified targets below:

- School letters can be provided in large-print.
- Preferred language/format of communication between school/home is determined upon entry
- School newsletters and other information for parents is available in various formats which are amended when specifically requested

Targets	Strategies	Timescale	Responsibility	Success Criteria
To provide support to pupils with communication difficulties requiring the use of Makaton/PECS/Cued articulation	To procure training in the use of Makaton/cued articulation/PECS for key staff working directly with pupils with communication difficulties who require this	Ongoing	SENCO to determine need of training and source training Principal to arrange training	Pupils with communication difficulties are well supported in the use of their required method of communication

	alternative method of communication			
To provide support to pupils with communication difficulties in order to access the English element of the curriculum	To procure training in the use of colourful semantics/sound linkage programmes in order to support pupils access to the English element of the curriculum	By September 2021	SENCO to determine need of training and source training Principal to arrange training	Pupils with communication difficulties are well supported in the use of specific programmes which improve access to the English curriculum
To ensure that the pupils with Epilepsy have support in class to ensure that they have not missed any information in class due to absence seizures	All staff working with pupils with Epilepsy to be made aware (via updated medical lists/healthcare plans and SEN procedures) of the need to ensure their understanding of each task that they are required to complete.	Ongoing	SENCO to ensure that updated medical lists/Healthcare plans/SEN procedures are shared with all staff working with pupils with Epilepsy	Pupils with Epilepsy are supported to complete tasks when they may have missed vital information due to absence seizures.

Date for review: January 2024