



TITLE: ACCESSIBILITY PLAN

MODEL POLICY STATEMENT

This is a Willowbrook School policy

Policy Owner:		Review period:	Annual
Last Review:	May 2022	Approving Committee:	FGB
Next Review:	May 2024	Latest FGB adoption:	May 2022

Public Sector Equality Duty

This policy is written with due regard for the public sector equality duty that is placed on all schools. Willowbrook School will make reasonable adjustments for members of the school community with SEND and protected characteristics and guard against discriminatory practices and victimisation to ensure no-one is treated unfairly.



Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had 3 key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Increasing the extent to which disabled pupils can participate in the school curriculum;

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

"To provide a transformative educational experience that is based on deep knowledge, nurturing relationships and personal responsibility."

At Willowbrook School we:

Accessibility Plan adopted by Willowbrook FGB on 23rd May 2022

Believe

Every adult at Willowbrook School believes in the potential of our pupils. For children to believe this too, we create a learning climate that is safe, engaging and challenging. We see it as our duty to point children to their natural resilience and potential.

Achieve

Every child can make progress. Every child can achieve great things. We enable this to happen by:

- Having high expectations of all children;
- Providing a curriculum that is broad and varied;
- Meeting the individual needs of every pupil.

Succeed

Success is celebrated at Willowbrook School. Whether that be in celebration assemblies, positive conversations around the school or visits to the Headteacher. We tell our children when we are proud of them.

This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs. It places children at the centre and focuses on their needs and well-being. We must ensure a flexible, responsive continuum of provision to match a continuum of need.

It is the responsibility of everyone in the school, but primarily governors and staff, to provide high quality education for all children, with the LA and partner agencies providing appropriate support.

The school has set the following priorities for the development of the vision and values that inform the plan.

- Ensure the taught curriculum is appropriately broad and balanced and learners are provided with a range of scaffolds so that it can be accessed by all.
- Provide a safe, secure and well managed school environment that can be easily accessed by all.
- Develop parental involvement in all aspects of the school.

1B: Views of those consulted during the development of the plan

People wanted to :-

- Be able to participate in all aspects of school life
- Be able to achieve their best
- Enjoy their learning
- Be supported in learning and participating in all aspects of school life
- Be as independent as possible
- Be accepted for who they are and what they **can** do

- Celebrate their achievements and success

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

At Willowbrook School we believe that all pupils should have access to a broad and balanced curriculum (including school trips). It is our responsibility to ensure this happens by:

Ensuring all new policies include provision for children with additional needs by

- Working closely with personnel from partner agencies to discuss and provide for the needs of pupils with disabilities.
- Using good assessment procedures and then adapting the curriculum appropriately, maintaining high expectations and enabling success.
- Staff deployment is organised to ensure the needs of the child are met and the strengths of the staff utilised.
- Training is provided for staff to enable them to meet the needs of children and families with additional needs.
- Maintaining close links with parents.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- We aim to have a well maintained learning environment at Willowbrook School.
- This requires regular evaluation as to the state of the building and equipment and to make any necessary repairs and improvements.
- As particular issues arise with an individual we will seek advice from specialists and make improvements and/or purchase specialist furniture as needed.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

To support the delivery of information to pupils who find understanding written language difficult we:-

- Use visual timetables in all classrooms so that children understand and can predict what is going to happen;
- Use TAs to explain verbally and/or read instructions for pupils;
- Language groups support children in understanding and responding to spoken language.
- Use visual maps and guides produced for individual children.
- Use talking tins to support those with poor working memory.
- We will use support services to help us provide information in more specialised formats.

3: Making it happen

3A: Management, coordination and implementation

The Governing Body of Willowbrook School will monitor this accessibility plan annually. Responsibility for monitoring will be delegated to the Learning Committee, who will monitor the implementation of the plan and will report to a full governors meeting.

Day to day implementation of the plan will be the responsibility of the Headteacher and the SENCO.

This plan links with:

- SEND Policy
- Health and Safety Policy
- School Development Planning

3B The Plan will be published on the school website

The plan will be revised in 2 years' time, in consultation with all stakeholders.
Next Review May 2024 .

Key Area	Current good practice	Objectives	Date /personnel	Actions to be taken
Strand A Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> A range of scaffolds is provided to support children accessing the curriculum Children with disabilities have personalised healthcare plans as well as targeted learning journeys Curriculum progress is tracked carefully Use of software to support access to the curriculum 	<p>For all staff to have a good understanding of a range of disabilities and to understand how to support children effectively to access the curriculum</p> <p>Improve attendance of children with disability</p>	<p>Ongoing</p> <p>Senco/ DHT</p>	<p>An ongoing CPD plan to be developed so that weekly training takes place for support staff to develop and enhance their understanding.</p> <p>Develop Early Help offer so that a range of staff are familiar with supporting families in the Early Help process</p>
Strand B Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The whole school building is accessible to wheelchair users with lifts between areas at different levels We have disabled parking bays at the front and rear We have disabled bathrooms at different locations in the building We have changing tables and shower facilities to use 	<p>To improve internal signage in the school building to support independent navigation.</p> <p>To ensure safety for visually impaired where there are steps</p> <p>Improve shower facilities so they are more useable</p>	<p>SBM</p> <p>Caretaker</p> <p>SBM</p>	<p>Carry out audit of internal signage and order necessary signage</p> <p>Annual painting of yellow lines on steps</p>
Strand C Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Use of visual timetables throughout the school Visual symbols/signs for key school routines Use of software to support access to the curriculum 	<p>Improve resources for families where English is not the first language</p>	<p>AHT/ SENCO</p>	<p>Key documents to be translated into a range of languages for families</p>

