



Willowbrook School 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

An inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties.

At Willowbrook School we aim to:

- Ensure each child will be the best they can be.
- Teach the children to be learners for life.
- Inspire all children to learn by providing creative, stimulating and challenging opportunities.
- Value the strengths, achievements, cultures and beliefs of all.

- Encourage children to respect themselves, others, their school and their community.
- Provide opportunities for everyone's emotional, physical, social and academic growth.
- Provide a safe, secure and well managed community environment.
- Support and further develop relationships with parents, the school community and the wider community.
- Encourage parents/carers to take an active part in their child's education.

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 differentiated to meet the needs of all children.
- 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 SEN
- Working closely with personnel from partner agencies to discuss and provide for the needs of pupils with disabilities.
- Using good assessment procedures and then differentiating 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 disabled individuals.
- 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 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.

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 curriculum 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.

The plan will be revised in 3 years time, in consultation with all stakeholders.

Links with other documentation

- School Development Plan
- SEN policy
- Health and Safety Policy

3B: Getting hold of the school's plan

This plan will be available from the school upon request.

Accessibility Action Plan 2017-2020

Key area	Who	Action to be taken	Dates	Resources	Success criteria
Strand A Increasing the extent to which disabled pupils can participate in the curriculum	All staff				
Strand B Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Strand C Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.					