

Westfield Primary Academy Accessibility Plan 2016-17

Target A1: Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
To ensure that pupils have the correct seating to fully support their postural needs.	<ul style="list-style-type: none"> • EYFS team and RK to seek advice from Occupational Therapists regarding the required seating for identified pupil. • Chair to be ordered and used around school wherever possible to support identified pupil. 	<ul style="list-style-type: none"> • Specialised seating will be in place for identified pupil. 	<ul style="list-style-type: none"> • RK/HT to liaise with occupational Therapists to order chair.. 	<ul style="list-style-type: none"> • October 2016 	<ul style="list-style-type: none"> • Occupational therapist and RK to ensure that chair is ordered ready for October 2016. • Completed
To ensure that staff/visitors/pupils can navigate the school environment independently.	<ul style="list-style-type: none"> • Ensure all passage ways in school are kept clear at all times to allow access. 	<ul style="list-style-type: none"> • Identified pupil will be able to move freely throughout the school. 	<ul style="list-style-type: none"> • All staff in all areas to ensure clear passage. GC as school caretaker to oversee. 	<ul style="list-style-type: none"> • Immediately. 	<ul style="list-style-type: none"> • Ongoing – regular checks. • Completed- ongoing checks.

Target A2: Increase the extent to which pupils with disabilities can participate in the curriculum.

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
To ensure that staff feel confident in planning to meet the needs of current pupils with disabilities.	<ul style="list-style-type: none"> Organise training for teachers, where required, on differentiating the curriculum to meet the needs of pupils with physical disabilities (particularly cerebral palsy). 	<ul style="list-style-type: none"> Where required, teachers are able to meet the needs of pupils with disabilities with regards to accessing the curriculum. 	<ul style="list-style-type: none"> HT/RK to liaise with CA re PE training for meeting the needs of pupils with physical disabilities (cost TBC). RK/HT to liaise with CA about provision made by Prestige Sports and other outside providers. 	<ul style="list-style-type: none"> Summer 2017 	<ul style="list-style-type: none"> When any staff members have been trained, RK/CA to organise planning scrutiny to ensure that differentiation is built into PE lessons.
To ensure that all out-of-school activities are planned to enable access and participation of the whole range of pupils.	<ul style="list-style-type: none"> Review all out-of-school provision to ensure compliance with legislation. Review activity centres for residential trips. 	<ul style="list-style-type: none"> All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. 	<ul style="list-style-type: none"> RK/HT to liaise with CA about provision made by Prestige Sports and other outside providers SLT to check provision made by activity centres. 	<ul style="list-style-type: none"> Summer 2017 	<ul style="list-style-type: none"> RK/CA to ensure all clubs are accessible, particularly those delivered by outside providers.

<p>To increase the provision of clubs that are accessible for all.</p>	<ul style="list-style-type: none"> • Provide clubs which are specifically designed to meet the needs of pupils with disabilities. • Invite specific pupils to attend these clubs. 	<ul style="list-style-type: none"> • Increased participation of targeted pupils. 	<ul style="list-style-type: none"> • RK/HT to liaise with CA about potential suitable clubs • 	<ul style="list-style-type: none"> • Summer 2017-ongoing 	<ul style="list-style-type: none"> • RK/CA to keep a record of access to clubs and monitor whether participation of vulnerable groups increases.
<p>To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<ul style="list-style-type: none"> • Staff members to ensure clear access routes throughout their classrooms for all pupils with physical disabilities. • Staff members to provide access to adapted ICT equipment to support pupils where required. • Staff members to take auditory needs of pupils into account when arranging class seating plans. 	<ul style="list-style-type: none"> • Pupils able to access all learning without (or with a minimum of) adult support. 	<ul style="list-style-type: none"> • Class teachers to take responsibility for their own rooms. RK to advise/support where necessary. 	<ul style="list-style-type: none"> • Spring 2017 	<ul style="list-style-type: none"> • Health and safety walk by GC to check that routes are safe and clear for all pupils • Completed – ongoing checks
<p>To raising disability awareness amongst the whole school community.</p>	<ul style="list-style-type: none"> • Work with external groups to raise awareness amongst staff and pupils on living with disabilities. 	<ul style="list-style-type: none"> • Whole school community aware of issues relating to equality and disability. 	<ul style="list-style-type: none"> • RK to organise a date for hearing impairment training group to visit school and run workshops with staff and some pupils in affected year groups. 	<ul style="list-style-type: none"> • Summer 2017 	<ul style="list-style-type: none"> • Visit to take place by SB to speak to EYFS staff and Gold area staff on these issues. • HB to speak to pupils in his class about his issues – completed.

Target A3: Improve the availability of accessible information to pupils with disabilities.

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
To use symbol software to support learners with reading/writing difficulties.	<ul style="list-style-type: none"> Staff to use Clicker 5 as a means of differentiating within English/theme work. Staff in EYFS to use ipad as source of communication with identified pupil. 	<ul style="list-style-type: none"> Clicker 5 will be used to support reading and writing development throughout the school. 	<ul style="list-style-type: none"> Ipad training to take place and then implemented. Clicker 5 to be used for development of reading and writing. 	<ul style="list-style-type: none"> Spring 2017 Summer 2017 	<ul style="list-style-type: none"> Training completed spring 2017. Clicker 5 training taking place Summer 2017
To ensure that reading materials are adapted for staff, parents and pupils where required.	<ul style="list-style-type: none"> Staff to be aware of visual impairments of pupils in their class and make necessary adaptations to font size, page layouts and colour preferences. Office staff to ensure that parents with similar needs are catered for. 	<ul style="list-style-type: none"> Reading materials will be adapted as required. 	<ul style="list-style-type: none"> All staff to take responsibility for pupils in their classes. Office staff to take responsibility for parents with visual impairments. 	<ul style="list-style-type: none"> Ongoing as required. 	<ul style="list-style-type: none"> Lesson observations will highlight where adaptations have been made for pupils with visual impairments.
To ensure that the library is resourced to enable access for pupils with visual impairments.	<ul style="list-style-type: none"> Audit the school library to ensure the availability of large font and easy read texts will improve access. Where necessary, provide magnifying aids so that all pupils can access all library texts. 	<ul style="list-style-type: none"> The library will be stocked with a range of books to meet the needs of learners with visual impairments. 	<ul style="list-style-type: none"> RK/RM to liaise with AC 	<ul style="list-style-type: none"> Ongoing as required. 	<ul style="list-style-type: none"> RM/RK to monitor provision of large font and easy read as required.

<p>To support parents in accessing/ completing written documentation.</p>	<ul style="list-style-type: none"> • Ensure that information to parents and application forms are written in clear and concise language. • Office staff to support in reading/ completing letters and forms. 	<ul style="list-style-type: none"> • All parents will be able to access written documentation . 	<ul style="list-style-type: none"> • Office staff. 	<ul style="list-style-type: none"> • Ongoing as required. 	<ul style="list-style-type: none"> • SLT to ensure that parents are able to access information, application forms etc.
---	--	--	---	--	---