

# Weston Hills Church of England Accessibility Plan

## September 2015

The school recognises its duty under the Disability Discrimination Act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school building is all on one level and is fully accessible. The school has access to a disabled toilet, ramp to the outdoor learning area and also a medical room and access to a shower unit.

### **Drawing up an Action Plan**

The 3 areas to be considered in this action plan are:

#### **a) Improving Education & related activities**

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]*

#### **b) Improving the Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

**c) Improving the Provision of information**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

Signed on behalf of staff ..... Date: .....  
 SENCO R. Fowler

Signed on behalf of Governing Body ..... Date: .....

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	<p>Ensure parents / carers with visual or physical disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>Ensure that required learning resources are accessible to children with a disability.</p>	<p>~Website ~Larger printed documents available on request.</p> <p>SENCO and Head teacher to monitor planning to ensure all groups are differentiated for- see SEND action plan.</p> <p>Staff to be fully involved.</p> <p>Resources to be kept in school for example 'z chairs'.</p>	<p>Documentation altered upon request</p> <p>All children access the curriculum.</p>	<p>On-going</p> 	<p>The school reacts to the needs of the children and the adults to ensure that the curriculum is accessible.</p>
<b>Medium Term</b>	<p>To ensure that the school raises children's awareness of disability.</p>	<p>Ensure that there are learning resources, for example books using people with disability in a positive light</p> <p>Disability assembly by SENDCO and Head of Pastoral Care- Summer Terms</p>		<p>As required</p> <p>On-going</p> 	<p>Completed in July 2014- to be completed again within SEAL/PSHE in the Spring Terms.</p>

		<p>Positive relationships within school</p> <p>Showing children and adults working within school who have a disability in a positive light.</p>			On-going
<b>Long Term</b>	<p>If the school has any future plans for further development of the building ensure that staff take DDA issues in to account</p>	<p>Work with the Local Authority and architects if building work was to be completed</p>	<p>To ensure that the school building remains accessible to all-both children and adults.</p>	<p>If this arises</p>	