



Weston Green
School

Disability Accessibility Plan

This applies all pupils in the school, including those in the EYFS

Date of this plan:
Reviewed & updated:
Next Review date:

Autumn 2024
Autumn 2024
Autumn 2025

Weston Green School - Disability Access Plan 2024-2027

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from planning consent or listed building/conservation area status.

This plan covers a three-year period. It should be reviewed annually by the school according to their needs and monitored by governance.

Weston Green Disability Access Plan September 2021 - September 2022

Theme/ Target/ Objective	Actions	Leadin g	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation
Enabling Participation in the School's Curriculum for All	<ul style="list-style-type: none"> Update staff training on various aspects of SEN: Monitor provision for all needs through lesson observation and learning walks 	TR	Academic Year		Staff aware and implementing effective strategies to identify and diagnose pupil need	All pupils are able to access the curriculum and demonstrate their understanding	Lesson Observations Books Review Provision Mapping Pupil Progress reviews and actions
	Use of Pupil Asset to improve access to information for teachers: - Staff meeting September	SW/TR	Academic Year		Line managers are able to access information about pupil progress and use this	Pupils with SEN make good progress	TR and SWL to liaise and review pupils progress for SEN

	<ul style="list-style-type: none"> - Monitor progress of SEND pupils regularly 				to inform planning and provision.		
	<p>Formalise 'Access Arrangements' for pupils with SEN:</p> <ul style="list-style-type: none"> - Compile register of pupils with AA - Plan timetable in advance of assessment week - Review electronic examinations and ensure pupils are still able to have extra time. 	TR/SW/AH	Academic Year		All staff are aware of pupil's access arrangements for exams and use recommended strategies as part of the 'normal way of working'.	Pupils with a diagnosed SpLD are given the support they are entitled to in internal exams and also in the 11+ exams.	Internal access arrangements reflect provision that pupils will experience during their 11+ exams.
	<p>Monitor impact of ICT resources used in booster group interventions:</p> <ul style="list-style-type: none"> - Nessy -how this programme is being used from Year 2 upwards - Lexia for Year 6 pupils - Doodle Maths 	TR/SW/CW	Academic Year		Booster group provision offers the opportunity to practice core 'concepts' regularly and address misconceptions, support the more complex skills	Increased attainment in reading and spelling and basic maths principles.	Investigate possibilities for assessment and action planning within Lexia
	<p>Continue to provide excellent support in and out of class for pupils through regular and systematic reviews of Individual Support Plans</p> <ul style="list-style-type: none"> - Joint meetings in October for SENCo/Family/Teachers/Therapists - New ISP format established in March 2021 continue to review and improve - Provide teachers with more guidance related to 'activities and strategies' to support SEN pupils 	TR	Academic Year		All staff are aware of pupil. Class teachers have read full reports related to individuals. Specialist teachers have read the summary of information related to their pupils via the ISP. Parents and therapists are involved in reviewing and setting targets	SEN pupils are taught according to the guidance linked to information about their SEN.	Parents are invited to provide feedback about the ISP process via the standard letter sent home with the ISP report. Verbal feedback in meetings.
	Increase the number of support staff where/ when required	TR/DB/EN	Academic Year		Ideally, we would expect at least one teaching assistant in each year group every morning for general SEN needs.	Learners are able to engage in activities that are tailored to their individual needs on a 1:1 or small group basis.	Learning walks, observation, use of adults within the classroom

	Continue to allow Lex Daniels time for dedicated counseling/ELSA type support throughout the school	TR/DB/EN	Academic Year		Pupils to be able to express their feelings and be able to access individual support	Pupils to have a safe space to talk through feelings	Feedback from parents, Lex Daniels, staff and pupils
	Increase awareness of individual special needs within the school community: <ul style="list-style-type: none"> - Mark the 'Awareness Weeks' for Dyslexia and Autism in assembly or in-class PSHE activities 	TR/EN/AH	Academic Year		Pupils are aware that some children 'think differently'	Children with SEN are understood by their peers	
	Assess children's health needs and provide opportunities to review and update health information: <ul style="list-style-type: none"> - update info classrooms with children's medical needs - staffroom and EYFS e.g. epipen / allergies etc - transition meetings between year groups to pass on pastoral and academic information. 	EN/ RR	Updated regularly as information changes but at least termly		<ul style="list-style-type: none"> • Establish a list of all needs - 'Code Red', • Ensure communicated to all teachers and areas of the school e.g. EYFS, Kitchen. • Ensure Code Red communicated to Breakfast Club, After School Care and 4pm Snacks 	Health needs understood and communicated to all and across all parts of school day	EN/ RR to establish this at the beginning of the school year and to be reviewed regularly
Improving the Physical Environment	Develop outdoor area: <ul style="list-style-type: none"> - Currently no step free access into old school building - Use Garden room for pupils with sensory needs 	EN/DW	Academic Year		Ensure the outdoor area is accessible for all and caters to pupils' physical and sensory needs.	Pupils have a range of options	Investigate ways to improve step free access into old school buildings depending on need. Sensory area developed in the Garden room for use by EYFS children and older children where needed.
	Ensure emergency, lockdown and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components	EN	Academic Year & ongoing review		Evaluation procedures run well for all, including pupils who need a Personal Emergency Evacuation Plan (PEEP)	Pupils and staff know what to do in an emergency.	PEEP to be put in place for OB

	<p>Provide appropriate space for pupils to work with adults on a 1:1 basis. Provide 'breakout' space for pupils in distress or feeling overwhelmed in the classroom environment.</p> <ul style="list-style-type: none"> - Timetabled areas for 1:1 and group sessions - Increase the provision of resources in the SEN room that support sensory-soothing activities. 	EN/TR	Academic Year		Therapists and teaching assistants have designated classroom space for 1:1 work	Pupils can receive additional support in a distraction-free environment	Intervention rooms set up for the academic year throughout the school
Accessibility of Information	<p>Ensure that visual information displayed in the classroom supports learning:</p> <ul style="list-style-type: none"> - Provide a visual timetable showing the plan for the day - Display key topic vocabulary - Reduce length of date and WALT for dyslexic pupils - Use pale colours as background on the whiteboard to reduce glare - Provide teachers with w'bd in addition to main interactive board for note-taking and fixed information. - Staff to provide appropriate resources to meet the needs of the children in their cohort 	EN/TR	Academic Year		Classrooms take account of different learning styles	Pupils know where to find support within their room and can start to work with increasing levels of independence.	
	<ul style="list-style-type: none"> ● Ensuring all signage is sufficiently clear, with visual cues ● Including Audio information on school websites to support visually impaired ● Enabling compatibility on websites 	CR	Ongoing Annual update Academic Year	Unknown	All feel safe and secure and well-informed All stakeholders are well-informed All stakeholders are well-informed	Comments monitored for any lack of clarity	Speak to CR about whether there is availability to add this to the new website, or is there somewhere that this is already available

Definition of Disability

Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties, people with mental health conditions or learning difficulties/disabilities, including autism.

Weston Green School seeks to meet the needs of every child. In so doing, we seek to identify any barriers to learning which a pupil may experience due to disability and find strategies to overcome these. In practice, this will involve candid and open discussions with the parents of prospective pupils and a specific plan to implement measures deemed appropriate and effective for the child. This may involve some or all of the following:

- Extra (specialised) staffing
- The involvement of and liaison with outside agencies / specialists
- Specific internal measures such as:
 - 1:1 support
 - delivery of a specialised curriculum or the same curriculum in varying methods specifically designed for the pupil
 - delivery of materials in other (i.e. non-standard written) formats

Weston Green School is aware that the listed building can be difficult for those with disabilities and seeks to make the suitable adjustments when appropriate.