

Accessibility (SENDA) Plan 2020-2023



Westbury House School

May 2022

Contents

1	Aims	3
2	Scope and application.....	3
3	Regulatory framework	3
4	Publication and availability	4
5	Definitions.....	4
6	Responsibility statement and allocation of tasks	4
7	Increasing accessibility.....	5
8	Welcoming and preparing for disabled pupils.....	5
9	Training	5
10	Record keeping	5
11	Version control.....	6

1 Aims

- 1.1 This is the accessibility plan of Westbury House School
- 1.2 The aims of this accessibility plan are to set out the School's plans for:
 - 1.2.1 increasing the extent to which disabled pupils can participate in the School's curriculum
 - 1.2.2 improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
 - 1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2 Scope and application

- 2.1 This accessibility plan applies to the whole School including the Early Years Foundation Stage (EYFS).
- 2.2 This accessibility plan covers the three-year period from November 2020 to November 2023.

3 Regulatory framework

- 3.1 This accessibility plan has been prepared to meet the School's responsibilities under:
 - 3.1.1 Equality Act 2010
 - 3.1.2 Education (Independent School Standards) Regulations 2018
 - 3.1.3 Statutory framework for the Early Years Foundation Stage (DfE, September 2021)
 - 3.1.4 Education and Skills Act 2008
 - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.6 Childcare Act 2006 (updated 2018).
- 3.2 This accessibility plan has regard to the following guidance and advice:
 - 3.2.1 The Equality Act 2010 and schools (DfE, May 2014)
 - 3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).
- 3.3 The following School policies, procedures and resource materials are relevant to this accessibility plan:
 - 3.3.1 equal opportunities policy
 - 3.3.2 policy on special educational needs and learning difficulties
 - 3.3.3 risk assessment policy for pupil welfare
 - 3.3.4 health and safety policy
 - 3.3.5 admissions policy.

4 **Publication and availability**

- 4.1 This accessibility plan is published on the School website.
- 4.2 This accessibility plan is available in hard copy on request.
- 4.3 This accessibility plan can be made available in large print if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this accessibility plan.
- 6.2 To ensure the efficient discharge of its responsibilities under this accessibility plan, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the accessibility plan up to date and compliant with the law and best practice	Kris Beel, SENCo	As required, and at least termly
Monitoring the implementation of this accessibility plan, relevant risk assessments and any action taken in response and evaluating effectiveness	Kris Beel	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Kris Beel	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan	Kris Beel	As required, and at least annually
Formal annual review	Proprietor	As required and at least once every two years.

7 Increasing accessibility

- 7.1 The School plans, over time, to improve and increase the accessibility of provision in the following areas:
- 7.1.1 the extent to which disabled pupils can participate in the school curriculum
 - 7.1.2 the physical environment of the School to increase access to education by disabled pupils; and
 - 7.1.3 the delivery of information to pupils, staff, parents and visitors with disabilities.
- 7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.
- 7.3 There will be a full review of the accessibility plan in November 2023 when a new accessibility plan will be produced to cover the next three years.

8 Welcoming and preparing for disabled pupils

- 8.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
- 8.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.
- 8.3 In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.
- 8.4 In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

9 Training

- 9.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2 The level and frequency of training depends on role of the individual member of staff.
- 9.3 The School maintains written records of all staff training.

10 Record keeping

- 10.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 10.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about

pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

11 **Version control**

Date of adoption of this plan	November 2020
Date of last review of this plan	May 2022
Date for next review of this plan	Summer 2023
Plan owner (SENCo)	Kris Beel
Plan owner (Proprietor)	ILG

Increasing the extent to which disabled pupils (including SEN or SpLD) can participate in the school curriculum

	Targets	Strategies & resources	Outcome	Time frame	Success criteria
Short term	To enable staff to increase their knowledge and understanding of pupils with SEN.	Training	Staff confident in providing appropriate teaching and support for pupils with additional needs.	1 year	Positive impact seen in pupil progress results for pupils with SEN.
Medium term	To improve the delivery of multisensory lessons.	Auditing teaching and learning to pupils with SEND within the classroom through lesson observation and appraisal.	Greater access to the curriculum and more interesting lessons for all pupils	1-2 years	Multisensory lessons evident and greater understanding demonstrated by pupils with SEN.
Medium Term	To improve posture, balance, strength, and flexibility for specific children with SPD or DCD.	Providing sensory circuits, specialist OT sessions or yoga lessons and equipment (such as mats, bands, ropes, and body balance ball).	Pupils are calmer and more open to learning.	1-2 years	Common practice to see embedded OT sessions. Pupils feel relaxed and in the right state of mind to learn.

Medium Term	To improve typing skills for specific children who have difficulties with handwriting.	Introduction of Nessy Typing programme. From Y5 facilitate pupils' use of a keyboard for long pieces of writing in the classroom.	Reduction of levels of stress for pupils who find written work challenging.	1-2 years	Improved and extended written work.
Medium Term	To improve mindfulness and wellbeing in the classroom	Use of: Meditation and Brain gym. Wellbeing interventions, Mindup & Mindfulness lessons, 'Blue Zone'/calm area in each class to help children utilise strategies to reduce anxiety (especially around the 11+), anger management, friendship etc Member of staff to attend mindfulness training/ ELSA training	Pupils have techniques they are confident to use to ensure engagement with learning.	1-2 years	Pupils report and are noticeably better prepared for external examinations such as 11+. PASS analysis suggests improved pupil wellbeing.

Medium Term	To improve attention and concentration of pupils in lessons.	Introducing strategies linked to 'Zones of Regulation'.	Staff understand the concept and purpose of Zones of Regulation.	2 years	Improved concentration demonstrated by all pupils.
-------------	--------------------------------------------------------------	---------------------------------------------------------	------------------------------------------------------------------	---------	----------------------------------------------------

Reviewed by Kris Beel, Headmistress

Date reviewed May 2022

Improving the physical environment of the school to increase access to education by disabled pupils (including SEN or SpLD)

	Targets	Strategies	Outcome	Time frame	Success criteria
Short term	To improve mindfulness and wellbeing for specific children in the school with emotional difficulties.	Creation of a 'calming area'.	Pupils have a specific area they feel comfortable going to, to take a sensory or emotional break.	1 year	Pupils are able to utilise strategies provided by the school to regulate their own wellbeing.
Medium term	To ensure the physical environment (including outdoor area & Nursery) is not confusing or disorientating for pupils with additional needs such as autism or epilepsy, for example	Consider décor, signage and acoustics of the building.	The school environment is calm and welcoming for pupils with additional sensory needs.	2-3 years	Pupils with additional sensory needs do not feel overwhelmed or overloaded.
Long term	Provide access to upper storey classrooms if at all practicable.	Research cost of stairlift and ability to widen doors.	Ability for pupils with physical disabilities to access most areas of the school.	3 years	Improved access to educational facilities.

Reviewed by Kris Beel

Date reviewed May 2022

Improving the delivery of information to disabled pupils (including those with SEN or SpLD or EAL)

	Targets	Strategies	Outcome	Time frame	Success Criteria
Short term	To ensure access to computer technology appropriate for pupils with specific learning difficulties and/or EAL.	Introduction of iPads for all staff and pupils. Appropriate software such as Nessy loaded on devices.	Staff have the resources they need to successful delivery of information to all pupils.	6 months	Progress gains demonstrated in end of year progress tests.
Medium term					
Long term					

Reviewed by Kris Beel

Date reviewed May 2022