



Westbury House School Accessibility Plan 2015 – 2018

Under the Equalities Act 2010, at Westbury House School we aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and those who do not.

The following characteristics are protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Westbury House School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will work together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning and feel safe, happy and valued.

This Accessibility plan provides a projected plan for a three-year period although will be reviewed annually. It contains actions relevant to:

- Improved access to the physical environment of the school to enable any disabled pupils to take better advantage of education, benefits, facilities and services provided.
- This covers improvements to the curriculum for pupils and the provision of specialist aids and equipment that may assist pupils to access the curriculum;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Plan reviewed Jan 2016 – SLT

MT agreed Jan 2016

Reviewed Jan 2017

Reviewed January 2018

| What | | When | Who is responsible | Outcomes | Additional information |
|-------------------------------|---|---------|--------------------|--|---|
| Disability awareness/training | Update Learning Support Guidance | 07/2016 | PF | Guidance clearly reflects inclusive practice and procedures | Updated July 2017 |
| | To audit staff needs and implement training in staff meetings | 01/2016 | PF | All teachers can more fully meet the requirements of all children's needs with regards to accessing the curriculum | Training at Inset 7/1/16 Dyslexia training 3/2/16 Autism Training 1/17 LS at Westbury House 9/17 |
| | Identify children or adults requiring outside agency support | ongoing | PF | | See Learning support registers |
| Curriculum support | Ensure all pupils access the full curriculum. | ongoing | PF | | Regular meetings between PF and LMc to review pupil progress and support programmes needed |
| | If any child currently on role required temporary changes in room facilities to access curriculum, classes could be changed to use the ground floor (Year1) room. | | M Team | Enabling needs to be met where possible | |

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| | Children with specific needs are supported by teaching assistants and differentiation in lessons | Ongoing | SLT | Needs met where possible | See Learning support register for names of children receiving support |
| | To finely review attainment of all SEN pupils. Meetings and classroom monitor | July 2017 PF/SL | SL/P F | Provision and assessments show clear steps and progress made | Classroom Monitor |
| | Appropriate resources are selected under guidance of Occupational Health when necessary | Ongoing as needed | PF | Clear collaborative approach with parents and external professionals | Wedge Seats for various pupils |
| | Introduce Makaton to support communication access in EYFS | Jan 2016 | PF | Children with communication needs are able to communicate non-verbally. EAL and communication difficulties. | Each Friday morning-16-17 Continue 17-18 |
| | Pupils to be withdrawn from class for 1:1 support or small group work. | ongoing | PF | Children with additional needs are supported to make progress | Continue 17-18 |
| | Intervention programmes/assessments are utilised. Assessment for Dyscalculia and Dyslexia. Maths Diagnostic & WIAT-II for Teachers. | Dyslexia package October 2015 Dyscalculia May 2016 | PF | Children with specific needs are identified as quickly as possible | On-going |
| | Instructions to be given in typed format for those who need it. | Nov 2016 | SLT | Effective communication throughout school. | |
| | Create EAL starter pack for new children joining the school with no or little English | September 2016 | PF | Children with EAL can start accessing curriculum in each lesson | Created and implemented Sept 2017. |

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| | Provide Early Intervention of Handwriting using The Teroderescu Handwriting Scheme. | Sept 2017 | PF/LM | Successful handwriting for Early Years | Sept 2017 |
| | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Ongoing | SLT | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | |
| General | Handrail installed to rear staircase to support Kishen and others going up and downstairs | October 2016 | LM | To help descent using back staircase and prevent slipping. | Completed 2016 |
| | Additional handrails added to support Kishen's needs due to EDS | Nov 2017 | FS | | Completed 2017 |
| | Emergency lighting | October 2016 | LM | No accidents due to low visibility | Complete |
| | Replace internal lighting so it is brighter | October 2016 | LM | No accidents due to low visibility | |
| | Replace external lighting | Feb 2016 | LM | No accidents due to low visibility | Front light replaced and bulb replaced in rear light. Flood light under canopy checked and working. |
| | 'Soft pour' surfacing in playground. | April 2017 | LM | Inclusive child friendly play areas | Complete |
| | Astro turf in remaining play areas | October 2016 | LM | Inclusive child friendly play areas | Complete |
| | Pirate ship to aid gross motor and coordination development | April 2017 | LM | Inclusive child friendly play areas | complete |
| | Accessible toilet | Assessed and no space to | SMT | | |

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| | | accommodate one. | | | |
| | Portable accessible ramp purchased | April 2015 | SMT | Access to building for wheelchair users | Stored under stair cupboard by front door. |
| | Non-slip surfacing in Science room and Nursery | | LM | Fewer accidents from slipping | July 16 |
| | Lift to upper floors | Due to age and design of building there is no possibility of installing a lift. | SMT | | |
| | Fire evacuation signs replaced with universal ones (with pictograms) | Aug 2015 | LM | Evacuation accessible for all visitors, staff and pupils- even without being able to read signs. | |
| | Add colour coded signs next to fire extinguishers to support identification of appropriate extinguisher to use in emergencies. | Oct 2017 | FS | Easy identification of fire extinguishers | Complete Nov 2017 |
| | Improve the delivery of written information to pupils, staff, parents and visitors. | New website with increased information and easier accessibility October 2015 New prospectus due Jan 2017 New welcome booklet Due summer 2017 | SLT | Delivery of school information to parents and the local community improved | Prospectus and welcome packs complete June 17 |

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| | Install white bullnose strips on stairs as flooring is replaced with new carpets. | 07/2016 | LM | Clearer visibility of each tread | Complete |
| | Organise for all children to visit one place of worship for each year group. | 10/16 | RH | Children have a clearer understanding and respect for all religions and cultures | All year groups visited designated places of worship, successful and repeating 2017-2018 |