



**Westfield School**

**Accessibility Plan**

**May 2016-August 2019**

## Introduction

This Accessibility Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of our school to enable all pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve the availability of accessible information to pupils with disabilities

The Governing Body recognises the need to provide adequate resources for implementing this Accessibility Plan and will regularly review its content, effectiveness and requirements. Aspects of this plan therefore also feature in the School Development and Improvement Plan, which should be read in conjunction with this document.

This policy recognises that all pupils have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future. In order to achieve this, it is necessary that our school is as inclusive as possible. Inclusion is the process of taking necessary steps to ensure that every pupil is given equality of opportunity to develop socially, to learn and enjoy community life.

## Information about disability and its use

In updating this Accessibility Plan, information about the diverse special educational needs and disabilities of the pupils who are currently on roll has been taken into account, together with information about the different kinds of SEND which the school is likely to be required to make provision for in the future.

The school's information about disability is used to inform plans in the areas of:

- The physical environment of the school;
- The design and content of the curriculum;
- Partnership working.

## Accessibility planning

**The Physical Environment:** The Local Authority and the Governing Body recognise the constraints of certain elements of the school's current accommodation. In April 2014 the Local Authority authorised the upgrading of an adjacent building, previously Marshfield's and Windsor Place Adult Social Care Centre, which now provides a more suitable learning environment for our older pupils, and sufficient office space for senior members of staff. It has also positively impacted upon the traffic management and the safety of pupils at the beginning and end of each school day. Due to this project being a refurbishment as opposed to a new build, there are still certain limiting factors in parts of the building- for example the corridors are quite narrow in places, and there are multiple doors between learning areas; but it is acknowledged that the improvement definitely outweighs the on-going accessibility issues on that site.

The development and acquisition of an improved premises for a proportion of the school has highlighted the limitations of the existing original building, and the restrictions this still places upon the ability to meet certain individual needs. Additional funding has been provided by the Local Authority on a term-by-term basis, to support the purchase of extra staff hours in an attempt to minimise this, but further development is required to create a physical environment suitable for all of the school population. Until such an opportunity arises we shall continue to ensure that no pupil will be knowingly disadvantaged because of barriers posed by any disability, or difficulty, which prevents, or hinders them, from making use of facilities and resources from which the majority of pupils benefit.

Priorities within the school's physical environment, as they relate to this Accessibility Plan include:

| Item  | Tasks  | Outcomes  |
|---|--|---|
| To ensure sufficient classroom capacity to accommodate the diverse accessibility and learning needs of the pupils on roll | <ul style="list-style-type: none"> <li>➤ Conversion of Marshfield and Windsor Place social care provision into an upper school facility with specialised areas for the delivery of age and activity appropriate curriculum areas</li> <li>➤ Creation of specialised area for pupils with complex needs</li> <li>➤ Creation of accessible nursery facility</li> </ul> | <ul style="list-style-type: none"> <li>➤ Upper school facility open October 2014</li> <li>➤ Specific provision for pupils who require distinctive approaches (eg., sensory areas; quiet areas, outside space, workstations as necessary)</li> <li>➤ Inclusive nursery provision registered and open in January 2016</li> </ul>  |
| To ensure that the school has sufficient high quality personal care areas   | <ul style="list-style-type: none"> <li>➤ Existing personal care facilities are upgraded and additional facilities installed</li> </ul>   | <ul style="list-style-type: none"> <li>➤ All personal care rooms have overhead track hoists and/or sufficient space for mobile hoists</li> <li>➤ One new personal care room installed in new development</li> <li>➤ Accessible toilet included in younger class base</li> <li>➤ Additional accessible personal care area and integrated toilet in new nursery provision</li> <li>➤ Shower facilities are available on both sites</li> </ul> |
| To ensure that all pupils can access outdoor play and recreation areas  | <ul style="list-style-type: none"> <li>➤ Remove unsafe steps into playground from and replace with ramped access.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Play and recreational equipment installed providing access for all pupils</li> <li>➤ Levels in playground and ramps are graduated as gently as possible to permit good accessibility</li> <li>➤ Creation of a new ramp between Early Years' class base and playground</li> </ul>   |

## The Curriculum and Assessment

The new National Curriculum 2014 introduces further barriers for pupils with SEND due to content being organised in academic year group, and the removal of assessment levels as separate to curriculum content. Teaching staff have produced a Westfield curriculum based on a combination of Development Matters, (for Early Years), the National Curriculum Sept 2013, the remaining P levels, and the Adult Core Curriculum. Small step progress is traceable, and targets are able to be based on prior attainment and developmental stage, as opposed to chronological age and year group.

Priorities within the school's curriculum development with specific reference to improved access are as follows:

| Item | Tasks | Outcomes |
|------|-------|----------|
|------|-------|----------|

|   |  |  |
|---|--|--|
| <p>To ensure that the school's curriculum and framework for assessment will readily facilitate the personalisation of teaching, therapeutic care and learning in response to the special educational and additional needs of individual pupils.</p> | <ul style="list-style-type: none"> <li>➤ Implementation of and on-going development of Tracks curriculum and linked individual target setting document</li> <li>➤ Introduction of SCERTS assessment package to identify learning barriers, and subsequent target setting and progress measures for learners with sensory, communication and emotional regulation difficulties</li> <li>➤ Formalisation of Routes for Learning assessment and target setting to support the evidencing of progress for learners with profound and multiple learning disabilities</li> <li>➤ IPPs will contain targets specifically focused on the key outcomes identified within Education, Health and care Plans to enable recording of progress against non-academic target areas such as social and health care needs.</li> <li>➤ The range of qualification routes will be extended at key stages 4 &amp; 5 to ensure that pupils of all abilities and disabilities are access awards and qualifications suited to their continuing learning journey once leaving school</li> </ul> | <ul style="list-style-type: none"> <li>➤ Small step progress visible, and next step curriculum planning possible. Pupils and support staff are able to identify successful outcomes within all learning sessions.</li> <li>➤ Specialist tools will enable assessment and therapeutic teaching of pupils who have complex socio-emotional, sensory and behavioural difficulties.</li> <li>➤ Use of SMART targets will result in improved functional skills and competencies</li> <li>➤ All areas of achievement can be identified, recognised and communicated. Creation of SPARK document</li> <li>➤ The school has high aspirations for all its pupils, regardless of ability and disability and all pupils have the opportunity to attain awards and qualifications</li> </ul> |
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## Partnerships

Westfield School is commissioned to be responsible for the education and personal development of 52 FTE pupils between the ages of 2 and 19. Its size and location make it impossible to meet needs without successful partnerships with other schools and multi-agency professionals, as well as accessing outside provision for specialist subject delivery or therapeutic input.

Recent core cost increases associated with non-educational areas of the school business have led to the essential withdrawal or reduction of educational opportunities in order to maintain a sustainable budget plan. It is essential that we enable access to an equally diverse curriculum as prior to these financial pressures, therefore further opportunities to develop partnership working are seen as key to achieving this goal.

Priorities within the school's curriculum development with specific reference to improved access are as follows:

| <b>Item</b>  | <b>Tasks</b>   | <b>Outcomes</b>  |
|--|--|--|
| To ensure that partnership working with other professional colleagues and provisions results in enhanced equality of opportunity | <ul style="list-style-type: none"> <li>➤ Annual review process will be more streamlined through designated admin hours, leading to improved attendance by professional colleagues</li> <li>➤ Forge links with partner special schools to enable enhanced delivery of specialist subject areas and therapies</li> </ul> | <ul style="list-style-type: none"> <li>➤ Transition planning is more effective and relevant outcomes more effectively identified</li> <li>➤ Greater variety of qualification routes enhances future work related prospects.</li> <li>➤ Quality social/communal opportunities for small cohorts of students with complex needs</li> </ul> |

This document was created in partnership with Barr’s Court Special School, and submitted to the Children, Families and Community Committee on 23<sup>rd</sup> May 2016, and subsequently approved by the Governing Body.

Signed \_\_\_\_\_ Chair of Governors Date \_\_\_\_\_

To be reviewed every three years