



WESTFIELD PRIMARY

# Accessibility Plan 2022-2025

Prepared by the Inclusion Leader Spring term- February 2023  
(Rev February 2024)

Review date: Autumn term - December 2023

# Westfield Primary School

## Accessibility Plan 2022-2025

Our mission statement at Westfield is ...

Westfield Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and children.

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our PLEDGE we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour and consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, and independent young people.

Westfield Primary School is a good school with many outstanding features. Our core values that run through the school (PRIDE) inspire our vision in which every child embraces a true Love of Learning and a Love of Life.

Striving for PRIDE in all we do:

**P**ositivity,  
**R**espect,  
**I**ndependence,  
**D**iversity,  
**E**xcellence



At Westfield Primary School we are aware that we have a general duty under the Equality Act 2010 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 persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with all relevant stakeholders of the school and covers the period from Autumn term 2022 to Summer term 2025. It should be read in conjunction with our school's Equality policy.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

**The Accessibility Plan will contain relevant actions to:**

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary to increase the extent to which disabled pupils can take advantage of education and associated services. This covers improvements to the physical environment of the school and physical aids to access education
- Increase the extent to which disabled pupils can participate in the school curriculum. This covers access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan for physical accessibility is compiled by reference to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Targets	Strategies	Outcome	responsibility	Timeframe	Goals Achieved
<b>Equality and Inclusion</b>					
Accessibility Plan and Equality Policy to remain an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Clerk to Governors	Annually.	Ensure compliance with current legislation and ensure that Governors are fully involved in implementing and reviewing plans and policies
Continued training to raise awareness of equality and disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	Inclusion Leader	Training requirements to be reviewed annually after completion of the annual Access Audit or more frequently as and when specific needs arise.  Training to be ongoing.	Whole school community will benefit from a more inclusive school environment
Review curriculum and	Review curriculum and policies with staff and stakeholders	Policies and curriculum reflect adherence to current legislation.	Inclusion Leader	Reviews continuing from Autumn term	Policies and curriculum reflect

other relevant policies for evidence of how staff provide access in all areas to all pupils.	and update and revise as appropriate			2020 or more frequently as and when specific needs arise.	adherence to current legislation.
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Targets	Strategies	Outcome	Responsibility	Timeframe	Goals Achieved
<b>Physical Environment</b>					
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Regularly audit accessibility of school buildings and grounds.  Target areas for improvement in an action plan  Consult with relevant external agencies eg. The Physical & Sensory Support service; and implement any recommendations received from such agencies.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access and use for all.	Inclusion Leader	Action Plan setting out medium and long term action items to continue to be reviewed annually or more frequently as and when specific needs arise.	The school building and grounds will be accessible to and used all.
Ensure any proposed 'new	Project manager appointed will ensure compliance with building	Any new construction will be fully accessible	Karyn Hing	Long Term Until any new	Any new construction will be fully accessible

build' project is physically accessible for everyone.	regulations regarding accessibility			construction begins.	
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Targets	Strategies	Outcome	Responsibility	Timeframe	Goals Achieved
<b>Curriculum</b>					
<p>Continue training for teachers and support staff on different aspects of SEND and differentiating the curriculum when required.</p> <p>Audit of pupil needs and staff training to meet those needs</p>	<p>Review the needs of children As part of the school's "Assess, Plan, Do, Review" cycle.</p> <p>Multi-sensory delivery of some of the curriculum where appropriate.</p> <p>Curriculum adapted to meet the needs of pupils with complex emotional, social and behavioural difficulties where appropriate</p> <p>Provide all relevant training in liaison with partner agencies</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>Training needs and expertise will change with time</p>	Inclusion Leader	On going as required.	<p>Increase in access to the curriculum</p> <p>Increase in access to all school activities for all disabled pupils</p>

	SEND support arrangements progress showing how individual needs are addressed.				
All out-of-school activities are planned to ensure the participation of all pupils.	<p>Review all out-of-school provision to ensure compliance with legislation</p> <p>Carry out pre visit checks in order to ensure individual needs can be met. (Record on school risk assessments)</p> <p>Ensure sufficient staff ratios including 1:1 support where necessary for pupils with high level of need.</p>	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Inclusion Leader	Reviewed annually and on going as required.	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)	<p>Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>All pupils will be enabled to be as independent as possible in the school environment.</p>	Inclusion Leader	On going as required.	Increase access to the National Curriculum



all pupils and adults alike.	Whole school approach to the set-up of classrooms to be ASD; EAL friendly.  Whole school use of the five point scale.				
Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	Inclusion Leader and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	Inclusion Leader	On going as required.	Increase access to tests etc. for pupils and remove barriers to them achieving their full potential

Targets	Strategies	Outcome	Responsibility	Timeframe	Goals Achieved
<b>Written/other information</b>					
Make available school brochures, school newsletters and other information for parents/carers in	Review all current school publications and promote the availability in different formats for those that require it.	The school will be able to provide written information in different formats when required for individual purposes.	Inclusion Leader	Review of current documents by end of 2019.  Ongoing as required.	Delivery of school information to parents/carers and the local community improved.

<p>alternative formats where necessary.</p> <p>Availability of other written material in alternative formats also- eg. School newsletter.</p>	<p>The school will make itself aware of services currently available for converting written information into alternative formats.</p>				<p>Delivery of information to disabled pupils improved.</p>
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Approved by the Governing Body

**Action Plan following Accessibility Audit**

Date of Initial audit: February 2023.

Further audits completed:

Date of Last audit: February 2024

Conducted by: Inclusion Leader, Reese Kirk & Annette Newport

<b>Target Area</b>	<b>Details of action required</b>	<b>Target date for completion of action</b>
<b>Equality &amp; Inclusion</b>	Reviewed February 2024 No further action needed other than regular scheduled ongoing training.	Reviewed February 2024 No further action needed other than regular scheduled ongoing training.
<b>Physical Environment</b>	See Action Items highlighted blue in Accessibility Audit Checklist dated February 2024  Ongoing/further action items highlighted green.	See Action Items highlighted blue in Accessibility Audit Checklist dated February 2024  Ongoing/further action items highlighted green.
<b>Curriculum</b>	Reviewed February 2024 no further action needed. Review February 2025 or earlier if need arises.	Reviewed February 2024- no further action needed.
<b>Written/other information</b>	Reviewed February 2024 Review of School documents ongoing.	Review of School documents ongoing