



Brompton-Westbrook Primary School

The Westbrook Trust

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@BWPrimary

BROMPTON WESTBROOK ACCESSIBILITY PLAN (2015- 2017)

June 2015 updated version

INTRODUCTION

This is a statutory document and the governors have agreed to review it every 3 years along with the school improvement plan and update it annually. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

In addition, there is now a requirement on schools to have an Equality Scheme which covers gender, race, disability and sexual orientation. We also apply this to our Sure Start Children's Centre.

This plan sets out the proposals of the Governing Body of the school (and Sure Start) to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

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The Westbrook Trust is a charitable company limited by guarantee, registered in England and Wales with company number 09223515.

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It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school (and Sure Start) will address the priorities identified in the plan.

STARTING POINTS

The purpose and direction of the school's plan: vision and values

AIMS

We want:

Our children to enjoy a personalised and stimulating curriculum that raises their aspirations
Our staff to be dedicated and work together to help children and families succeed
Our governors, parents and community to be supportive and work together so that pupils progress and achieve

VALUES

- *Achievement – to get things done to the best of your ability*
- *Motivation – have the desire, energy, interest and commitment to do your best*
- *Respect – treating others with consideration and understanding*
- *Responsibility – being trustworthy and doing your duty*
- *Consistency – being regular and reliable and doing your best all the time*

SURE START CHILDRENS' CENTRE AIMS AND VALUES

Supporting our community, families and children to grow, share, love and laugh

This Children's Centre:

- Will support, individually, relationships to grow within and between families in our community
- Provides space, ideas, friendship and professional support, shaped and used by you, your children and your friends
- Have reliable, respectful and supportive staff, guaranteeing confidentiality

Information from pupil data and school & Sure Start audit (September 2012)

School

- Current school population has 14.5% of pupils registered as AEN
- There are a number of children with EBD needs – 4% have SEMH as their primary need.
- Pupil turnover is approximately 34%
- The profile of the school population is constantly changing, with notable trends recently of higher EAL pupils – currently 18.1%

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- The school has 0.8% with a statement of special educational need/EHCP
- Currently the school has 2.8% children referred or supported by the physical and sensory service, and 6.2% of children have been referred, assessed or have been supported for speech and language needs. 6.2% of the school population have been referred to or are currently supported by the CDC / paediatrician .
- Attendance is currently at 95.6%. Lateness is currently at 1.9%

The school has set the following priorities from pupil data and school audit:

- **Continue to closely monitor data relating to vulnerable groups and eradicate gaps in attainment**

Sure Start

The Sure Start Centre has action plan data which is updated monthly and shows the extent to which the needs of disabled families are supported. There is a Sure Start Action plan which is focused on priorities for the community.

Views of those consulted during the development of the plan (2012)

- Abbey Court (SMLD) school have contributed to the development of access arrangements within the school by taking part in an integration programme
- Adaptations were made to the building as a result of the Abbey Court Integration
- Abbey Court children carried out an audit of the site – see separate audit
- Pupils have been surveyed regarding their views of the site and building – see appendix at end of this document. Key areas for action are:
 - *A mechanism for all children with AEN to have their say about target setting and getting needs to be put in place.*
 - *ICT is underused to support learning for AEN pupils*
 - *The need for additional time, amanuenses or a reader for tests should be applied by all staff in all year groups*
 - *Agree clear plans for the playground when children are likely to be vulnerable*

The school has set the following priorities in respect of consultation on the plan:

- **Implement suggestions from the Abbey Court School site audit**
- **Survey parents on site issues**
- **Develop the use of mobile technology**
- **Extend pilot (2011-2012) and plan 1-1 target setting meetings between PLL and key AEN children**
- **Include lunchtimes – dining room and playground on SIP**
- **Ensure all appropriate children, whatever their year group, who sit a written test have access to an amanuensis, reader, extra time, rest breaks etc.**

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National Support School
designated by



See above

THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

Increasing the extent to which disabled pupils can participate in the school curriculum

- Planning documentation is differentiated to plan for all needs in the classroom and vulnerable groups are specifically referenced
- There is an equality assessment carried out under the Equality Scheme after each meeting or policy adaptation and on mid-term curriculum planning and this audit is also used in Sure Start documentation
- Inclusion staff are well trained and available to assist with differentiation of plans and resources
- There are regular AEN clinics and In School Reviews for staff to share issues and expertise
- Personalised learning is a focus of the school, with leadership from a senior member of staff. All children have targets directly linked to their NC attainment and progress, and these are reviewed regularly
- Specific training has been delivered on topics relevant to the specific needs of children (eg Diabetes June 15)
- No pupil is excluded from any activity due to disability, however, there are sometimes challenges identified through risk assessment of individual children when school trips are planned. To date, parents have taken part in creating an agreed risk assessment and been very supportive, attending visits with their child.
- Breakfast and after school club is open to all pupils over the age of 5, regardless of disability or race. This is the same arrangement for Friday afternoon clubs. The school does not preclude the possibility of having gender specific clubs e.g. a boys' choir but in this case it would be balanced with a girls only club.
- ICT is well resourced and available to respond to individual need, including laptops for children as appropriate. New mobile technology is freely available and the new network allows pupils to use these anywhere.
- Documents and display such as visual timetables, aspirations boards, the School Charter, IEPs etc. ensure full integration for all pupils, regardless of disability
- Alternative arrangements are made for assessments so that all children can perform at their best
- Specific support and resources (eg font size, individual visual timetables, sloping desks) in place for pupils with particular needs
- PSHE curriculum covers individual differences and resources are representative of all groups in society. Behaviour policy, anti-bullying policy and the school charter promote individual rights and responsibilities. The school is working towards the UNICEF Rights Respecting School Award – Level 1

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Bronze
Eco-Schools
Bronze Award


BIG
LOTTERY
FUND
LOTTERY FUNDED

SCHOOL
GAMES
BRONZE

ARMED FORCES
COVENANT
EMPLOYEE
RECOGNITION
SCHEME
BRONZE AWARD

Brompton
Sunshines

- The whole school and Sure Start site is accessible for wheelchair users and all new areas that have been built have full disability access

The school has set the following priorities for increasing curriculum access:

- **Respond to the annual staff skills audit regarding SEN**
- **Continue to implement the 3 year training module plan for teaching assistants**
- **Implement any actions from regular subject reviews**
- **Review new curriculum resource materials to ensure access**
- **SSCC - Increase contact with disabled and BME children**

Improving the physical environment of the school to increase the extent to which a disabled pupil can take advantage of education and associated services

- Improvements have been made in specific areas of the school to improve lighting, ventilation, colour and acoustics
- Individual arrangements are made for pupils with specific needs (eg quiet, lone working areas for pupils who need minimal distraction)
- New ramps have been constructed at various entrances
- Risk assessments and detailed planning are undertaken for all off site visits to ensure access arrangements are appropriate
- The budget is carefully planned and reviewed by each committee of governors, including Community & Environment, so that accessibility is considered

The school has set the following priorities for improving the physical environment of the school to increase the extent to which a disabled pupil can take advantage of education and associated services

- **Review all site signage to ensure ease of access and direction**
- **Continue to implement the Learning Environment Policy e.g. to clear floor areas, corridors, improve display etc. (including SSCC)**
- **'Snag' building works to ensure all features are fully functional (eg push button door openings)**

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Audio resources are available as part of differentiation process for pupils with poor literacy skills
- Visual timetables are used in every classroom, with individual pupils having their own when necessary
- Teacher feedback is preferably shared with the child verbally
- ICT is available to meet individual need, including mobile technology
- Classroom signage has been improved to include use of Widget symbols

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- Newsletter is available in a large print format, and accessible electronically to enable font size adaptations to be made by the reader
- The website gives access to all documents

The school has set the following priorities for improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- **Review website for ease of access and navigation**

MAKING IT HAPPEN

Management, coordination and implementation

- The Governing body has delegated the responsibility for monitoring the school's accessibility plan
- The accessibility plan is reviewed annually
- Monitoring will include observation of pupils, teaching and learning, site survey, stakeholder surveys, CPD analysis, scrutiny of planning, policies and other relevant documents, use of ISQM checklist, on-going and regular reviews of AEN
- The Accessibility plan is linked to AEN policy and procedures, DDA, SIP, Health and Safety policies, professional development policy, training plan, curriculum planning, Performance Management
- Advice and support will be sought from advisors and experts (e.g. health professionals, social care, other schools)
- Action planning linked to this plan e.g. Learning Environment will have clear timeframes, costings and delegated responsibilities

The school has set the following priorities for management, coordination and implementation

- **Carry out full consultation once all building works are complete. This will inform next 3 year plan and also next 5 year premises development plan**

Making the plan available

- The plan will be referenced in the school newsletter
- The plan will be available from the school office, and flagged up on the school website
- The plan will be available in relevant formats as requested

The school has set the following priorities for making the plan available

- **Ensure this plan is referenced on the school website**

Sure Start

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Appendix (1)

Interim Review/Survey 01.05.12 – Pupils and new actions

Context: 10 children in Key Stages 1 and 2 were interviewed in a group about a pre-determined list of topics. The children all had an opportunity to contribute.

Topics/Aspects discussed:

Premises

- Access and egress
- Entrance lobby
- Doors & gates
- Access routes – pathways, kerbs
- Toilets
- Access to water
- Parking, loading and unloading
- Warning signs
- Signage
- Performances – staging access and viewing
- Changing facilities/arrangements
- Classroom organisation and furniture arrangements
- Other rooms – ICT suite, dining room, medical room, library

Curriculum

- Differentiated learning plans
- Differentiated learning resources
- Audio/visual arrangements
- Additional teacher / TA support
- Pupil voice
- Visits and visitors
- Use of ICT and the website
- Targets – setting and getting
- Assessment arrangements
- Classroom climate e.g. for concentration
- The playground
- PE
- After school clubs

Information

- Newsletter / letters
- Meetings

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Sunshines

- Website
- Texting
- CLICK

Key areas for improvement:

Pupil Voice

- Pupils with a personalised learning plan were able to describe the weekly meetings they have to talk about setting and getting targets and their provision
- There is a whole school system whereby all children have their say through school council and regular surveys
- Children who have additional needs but do not have a personalised learning plan do not have increased opportunities to talk about target setting and getting and their provision. Some said that if they did not think their provision was worthwhile they would not say but would continue with it. **ACTION: A mechanism for all children with AEN to have their say about target setting and getting needs to be put in place.**

ICT

- There are computers in every classroom and an ICT suite. ICT is carefully planned for at the long and medium-term levels
- ICT is not well described by the children as a strategy used to aid learning. It is described as a means of reward at the end of the day if children have behaved well or as a 'time out' activity for those who find sustained periods in class difficult.

ACTION: ICT therefore, is underused to support learning for AEN pupils

Assessment

- Some children could describe how they had received support during tests e.g. by having a paper read to them. This was mainly children in Y6. **ACTION: The need to use e.g. additional time, amanuenses or a reader for tests should be clearly understood and fairly applied by all staff**

The Playground

- Some children described being isolated, getting angry and no knowing what to do, having little to play with e.g. when in a wheelchair. **ACTION: Agree clear plans for the playground when children are likely to be vulnerable in that situation**

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