Westfield School

Accessibility Plan

Sept 2020-August 2023

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
Portacabin ramps Hydro pool	➢	
Physio/ sensory room	➢	➢
To ensure that all pupils can access outdoor play and recreation areas EYFS outdoor space Outdoor gym	➢	➢ Play and recreational equipment installed providing access for all pupils ➢ Levels in playground and ramps are graduated as gently as possible to permit good accessibility ➢

The Curriculum and Assessment

As the cohort of pupils accepted by Westfield School continues to diversify and increase in numbers, it is necessary to continue to develop the provision offered to continue to be able to meet every individual need. Our youngest cohort has been extended to include four nursery places, whose needs must be met using existing space. The learning characteristics and nature of disability of these pupils are extremely complex, including Multi-sensory impairment and significant medical needs. Development is necessary to address the additional expertise required to deliver effective learning experiences and monitoring of ongoing health issues within class bases.

Class groupings across the whole school have become larger due to increased numbers of commissioned places with no linked investment for additional buildings; therefore, there is a requirement for a more diverse skill set among colleagues within each group.

A further increase in pupils experiencing less severe learning difficulties, with significant mental health issues has been seen in the last year, with students leaving mainstream high schools in later years, requiring a suitably challenging functional curriculum, as well as sufficient support for emotional wellbeing.

Alterations to the content of the Functional Skills curriculum in 2019, with increased challenge attainment necessary to achieve existing levels has led to inequity of outcomes and potential achievement in future years. Learners with Learning difficulties and disabilities are not able to 'learn more' than they previously were in order to achieve an equivalent level of qualification; effectively they are being disenfranchised by the altered requirements. Therefore, it is necessary to seek alternative ways of reflecting multiple achievements and progress across the FE phase.

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

Item	Tasks	Outcomes
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.	➢ Implementation of and on-going development of Tracks curriculum and linked individual target setting document ➢ Introduction of MSI curriculum to replace Routes4Learning ➢ Funding of PMLD course for EYFS instructor ➢ The range of qualification routes will be extended at key stages 4 & 5 to ensure that pupils of all abilities and disabilities are access awards and qualifications suited to their continuing learning journey once leaving school	➢ Small step progress visible, and next step curriculum planning possible. Pupils and support staff are able to identify successful outcomes within all learning sessions. ➢ Specialist tools will enable assessment and therapeutic teaching of pupils who have complex socio-emotional, sensory and behavioural difficulties. ➢ Use of SMART targets will result in improved functional skills and competencies ➢ All areas of achievement can be identified, recognised and communicated. Creation of SPARK document ➢ 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

Partnerships

Westfield School is commissioned to be responsible for the education and personal development of 66 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:

Item	Tasks	Outcomes
To ensure that partnership working with other professional colleagues and provisions results in enhanced equality of opportunity BSL for staff- enable deaf students to access more of school life	➢ Annual review process will be more streamlined through designated admin hours, leading to improved attendance by professional colleagues ➢	➢ Transition planning is more effective and relevant outcomes more effectively identified ➢ Greater variety of qualification routes enhances future work related prospects. ➢ Quality social/communal opportunities for small cohorts of students with complex needs

This document was submitted to the Children, Families and Community Committee on xxxxx, and subsequently approved by the Governing Body.

Signed _____ Chair of Governors Date _____

To be reviewed every three years