



**Westwood
Academy**
Together enabling the individual child

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Accessibility Policy and Plan 2016.

Policy reviewed each academic year.

A paper copy of this policy is available at the school office.

DISABILITY EQUALITY POLICY FOR WESTWOOD ACADEMY

1. PURPOSE

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. It also takes into account provisions of the Equality Act 2010.

2. DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 (DDA), as follows:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

3. KEY OBJECTIVE

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation for pupils, and prospective pupils, with a disability.

4. GUIDING PRINCIPLES

Compliance with the DDA is consistent with Westwood's aims and Equal Opportunities policy, and the operation of Westwood's SEN policy. Westwood recognises its duty under the DDA (as amended by the SENDA):

- *not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.*
- *not to treat disabled pupils less favourably.*
- *to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.*
- *to publish an Accessibility Plan.*

Westwood Academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Westwood Academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- *setting suitable learning challenges*
- *responding to pupils' diverse learning needs*
- *overcoming potential barriers to learning and assessment for individuals and groups of pupils.*

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

5. EDUCATION AND RELATED ACTIVITIES

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

6. PHYSICAL ENVIRONMENT

Westwood Academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments i.e. making reasonable adjustments, and also when planning and undertaking future improvements related to refurbishment of the site and premises.

7. PROVISION OF INFORMATION

Westwood will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested by parents/carers.

8. LINKED POLICIES

This Plan will contribute to the review and revision of related school policies.

SEN Policy, Equal opportunities policy, Curriculum policy, Health & Safety policy & Safeguarding policy.

9. POLICY REVIEW

This policy is to be reviewed annually, or sooner in light of specific events or relevant statutory changes.

Accessibility Plan.

Aims

- Increase the involvement of those with disabilities in deciding the action that impacts on them.
- Increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information.
- Evaluate and report to parents on the success of the action plan in meeting its targets.

Action	Success Criteria	Timescale	Review/Outcome	Next Review
Disability audit of children, staff, governors and volunteers.	School identifies needs of its community so it can plan accordingly.	October 2016.	Update accessibility plan to remove any identified barriers to access.	Annual.
Increase knowledge of disability and related legislation to facilitate the raising of awareness of whole school regarding duties. Ensure that disability does not act as a barrier to progress and success in learning.	<ul style="list-style-type: none"> • Staff aware of SEND duties. • All staff collaborate to use shared expertise to ensure progress of all students at Westwood. • Assemblies led by students ensure that all children have awareness of disabilities that affect others. 	Ongoing.	Through monitoring (referring to particular SEND needs where they exist). Pupil Progress Meetings identify and action issues relating to the progress of children with SEND.	Annual. Half Termly.
Ensure that SEND reviews are person centred and prioritise the accessibility needs of children with disabilities. This includes physical and environmental factors (e.g. the school building), resources, pastoral support and written material.	<ul style="list-style-type: none"> • One Planning process will include identifying access issues and action adaptations accordingly. • Through One Plan process, all stakeholders have an opportunity to contribute to improving school accessibility. 	One Plans completed on termly cycle.	Each child's accessibility needs are reviewed on ongoing basis and changes actioned when identified to quickly improve accessibility.	Annual.
Collect views of students, parents and carers of how the school delivers accessibility.	<ul style="list-style-type: none"> • One Planning process will include identifying access issues and action adaptations accordingly. • Undertake annual survey in summer term. 	Survey out in June annually, report to parents/carers/ Governors.	Evaluate and report to parents/carers on the impact of the accessibility plan and policy.	Summer 2017.

Parent/Carer Questionnaire.

In line with the Equality Act 2010, Westwood Academy produces an Accessibility Plan. The objective of the plan is to monitor and improve the provision for special educational needs and disabled pupils. As part of the plan, we consult with parents. With this in mind, it would be really supportive of the school's improvement work if you could complete this short questionnaire.

The Disability Discrimination Act defines a disabled person as someone who has:

'...a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

In order to understand this definition more clearly the following terms may be helpful:

- **physical impairment** includes sensory impairments;
- **mental impairment** includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- **substantial** means more than minor or trivial;
- **long-term** is defined as twelve months or more.

Name of pupil

When considering this definition of disability within the Act (*italicised above*), do you consider your child to have a disability?

Yes/No

Has the definition caused you to change your understanding of disability?

Yes/No

The following questions ask for your opinion about your child's experiences at school.

Do you feel the school has recognised your child's disability/barriers to learning?

Yes/No

Do you feel the school has responded sensitively to your child's needs?

Yes/No If you would like to comment further on this, please do so in this space.

Do you feel that the nature of your child's disability/barriers to learning has caused them to be excluded from any aspect of school life?

Yes/No If you answered "Yes" would you please explain how in this space.

Is there any way in which the school could improve its response to your child's needs?

Yes/No If you would like to comment further on this, please do so in this space.

Are lines of communication between home and school sufficient for your needs and the needs of your child?

Yes/No If you would like to comment further on this, please do so in this space.

Date _____

Signed _____

Genuine thanks for taking time to complete this questionnaire.