

WEST DERBY SCHOOL



ACCESSIBILITY PLAN

Approved on:	28 th February 2018
Next review date:	Summer Term 2019
Signed:	S Graham (Headteacher)
Signed:	K Callant (For and on behalf of Governing Body)

West Derby School was built in 2010 and provides excellent learning facilities suited for the 21st Century. The new building was managed by Liverpool City Council as part of their Building Schools for the Future programme working in partnership with Balfour Beatty as both builders and the on-going Facility Managers. The school building and premises were built in full compliance to the Disability Discrimination Act (DDA) 1995 and in recognition of the Equality Act 2010.

The school boasts full access to all areas including lifts to all floors, wide doors to all rooms, ramps to all areas of the grounds, lighting in all areas and furniture and fittings to meet appropriate needs.

Where required for individual pupils with specific needs, the SLT and Inclusion Team, working with relevant agencies, will identify additional adjustments and these will be implemented as appropriate.

West Derby School is committed to ensuring that Everyone Matters, Everyone Helps, Everyone Succeeds.

Vision and Values

West Derby School has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life. The school strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, West Derby School aims to:

- Improve the achievement of pupils
- Improve the quality of teaching and learning (including behaviour and safety of pupils)
- Improve the quality of leadership and management

The Equality Act of 2010 requires academies and free schools to carry out accessibility planning for disabled pupils. The Governing Body's key duties towards disabled pupils are: 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 substantially disadvantaged and to plan to increase access to education for disabled pupils.

The Disability Discrimination Act defines disability 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”.

Our accessibility plans consider all aspects of special educational need. They demonstrate how we are: increasing our disabled students’ ability to participate in the school’s curriculum; improving the physical environment to enable disabled students to access the education and facilities that we offer and improving the availability of accessible information for disabled students.

Admissions

The Governors of West Derby School support the Special Educational Needs and Disability Act (2001) and the Equality Act 2010. The Governors are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided.

BLOCK	FEATURES
West Building	Access through main entrance from West Derby Road to ground floor with lift available for access to 1 st . and 2 nd . floors. Automatic doors at main entrance and onto the courtyard from Café West.
Courtyard	Accessed through doors from ground floor West Building and then via ramp.
Derby Building	Ground floor access from Courtyard. 1 st . floor accessed from walkway from West Building via lift from West ground floor. 2 nd . floor accessed from walkway from West Building via lift from West ground floor.
Quarry Building	Ground floor accessed from courtyard or Dining Room. 1st. Floor accessed from walkway from West Building and Derby Building via lift from West ground floor.
Dining Room	Accessed from courtyard or Bankfield Building.
Sports Building	Accessed at ground floor level from courtyard or West Building and at 1 st . floor level from West and Bankfield Buildings. There is a walkway link at first floor level to Derby and Quarry Buildings. Lift gives access to 1 st . and 2 nd . floor Sports and Bankfield Buildings.
Bankfield Building	Accessed at ground floor level from courtyard and 1 st . and 2 nd . floor levels from Sports Building. Lift also gives access to 1 st . and 2 nd . floors.
Stairs and steps.	All internal and external steps have colour contrasted front edges to aid access for visually impaired students, staff and visitors.
Playgrounds.	All playgrounds are accessible from courtyard.

The school will continue to review access to the physical environment for students with disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students regardless of disability should have access to the full National Curriculum, differentiated to take account of access and learning needs.

Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops.

Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats. An EHAT is opened when there is multi-agency involvement and regular reviews take place thus ensuring all professionals and families are updated with procedures.

The school's ICT network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with visual impairment, dyslexia or reading difficulties; for example screen reading and text prediction software.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. In-class additional adult support is provided where required which might include accompanying a student from lesson to lesson in his wheelchair and/or supporting in lessons as appropriate.

The school will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment such as these associated with national qualifications. Access arrangements are implemented from Year 7.

Informal Curriculum

Students at West Derby School have always been able to participate fully in the wide range of extra-curricular activities offered, consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports
- School Drama Production
- Music
- Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents or carers in advance.

Information for Students and Parents

Parents are routinely involved in reviewing provision for the child. The child will also be involved in the reviews (*see SEND Policy*). Large print format materials can be made available.

If either student or parents have difficulty accessing information normally provided in writing by the school as worksheets, homework or newsletters then the school will provide information in alternative forms.

The following policy documents are relevant to the general issue of accessibility:

- Admissions Policy
- Special Educational Needs Policy
- Equality Information and Objectives

Accessibility Strategy

This Plan sets out the ways in which West Derby School provides access to education for students with a disability.

Accessibility is addressed under the three headings below:

- Curriculum Access
- Physical Access
- Written Information Access

ACCESS PLAN

Curriculum Access

TARGET	ACTIVITY	BY WHEN	BY WHOM	COST
Ensure that staff have the necessary training to teach and support disabled students.	* Ongoing CPD which reflects the SEND Code of Practice.* Focus on Quality First Teaching (QFT) and need for differentiated activities in the classroom. Role of the LSA in the classroom CPD to support student independence.	Ongoing	Inclusion Team	Staffing
Ensure classrooms are organised for disabled students.	Teachers have data re pupil groups and use seating plans via Class Charts appropriately. Teachers use personalised strategies referred to in the Pupil Profiles of SEND students. Classrooms have suitable space for wheelchair access. LSA support is provided to accompany students with wheelchairs within the building as required.	Ongoing	Inclusion Team	Class Charts Time Staffing
Ensure lessons provide opportunities for all students to achieve well and lessons promote student diversity.	Whole staff CPD focuses on differentiation of work and of resources. Challenging targets are set for all students. Lessons and Assemblies celebrate achievement and diversity. QFT includes a variety of teaching strategies to ensure all students' preferred learning styles are catered for.	Ongoing	SLT Inclusion Team PPLs	Time
Encourage students with a disability to fully participate in the curriculum including eg Music, Drama and PE.	Actively encourage participation in school performances and productions. Provide in-class LSA support to enable full participation or tailor activities accordingly.	(Ongoing)	Inclusion Team PPLs HODs	Staffing

TARGET	ACTIVITY	BY WHEN	BY WHOM	COST
	Apply to the LA for top up funding for High Needs students. After school clubs and intervention lessons in Pupil Support Centre support and reinforce learning.			
Access Arrangements are in place from year 7 as a normal way of working for students with a disability.	Review of the SEND register which includes interventions in place for individual students including Access Arrangements eg use of a laptop, extra time required etc and ensure staff are updated with the changes.	Half-termly	Inclusion Team	Cost of laptops Time
School visits are made accessible to students irrespective of attainment or impairment.	Risk assessments are put in place. Appropriate staffing-student ratio is put in place. Specific SEND visits organised to eg college and university.	Ongoing	Inclusion Team SLT	Staffing
Expectations for all students are high.	All students have challenging targets. Students with SEND discuss future aspirations as part of producing and reviewing their 1-1 Pupil Profile.	Ongoing	Inclusion Team SLT	Time

TARGET	ACTIVITY	BY WHEN	BY WHOM	COST
<p>Staff seek to remove barriers to learning and participation.</p> <p>Use of the Pupil Support Centre's services and facilities.</p>	<p>SEND CPD for all staff.</p> <p>Inclusive ethos of school is reflected in School again renewing the Inclusion Charter Mark Award Gold Level.</p> <p>The fully staffed PSC is open before and after school as well as during the school day, including break and lunchtimes. This is a social and learning space. A Learning Mentor and the Inclusion Team support students via 1-1 and small group meetings to help remove barriers to learning.</p>	<p>Ongoing</p>	<p>Inclusion Team</p>	<p>Staffing</p> <p>Time</p>
<p>Provide a personalised curriculum for all students</p>	<p>Y7 Careers Fair to promote early discussions re career paths and aspirations.</p> <p>Y8 options interviews and parent/carer meetings to discuss appropriate options.</p> <p>Appropriate range of courses (to form a wide and balanced curriculum) on offer with advice and encouragement re suitable choices.</p> <p>Y9 start of 3 year GCSE course.</p> <p>Early and frequent Connexions appointments arranged for younger students with SEND to focus on future choices and aspirations.</p>	<p>Annually</p> <p>AnnuallyOngoing</p>	<p>Inclusion Team</p> <p>Connexions</p> <p>SLT</p>	<p>Time</p>

Physical Access

TARGET	ACTIVITY	BY WHEN	BY WHOM	COST
Emergency procedures are in place for all students for evacuation or lockdown.	Policies in place and all staff aware of procedures for students in wheelchairs with mobility concerns. Regular fire drills and lockdown practices. Personal Emergency and Evacuation Plans (PEEPS) in place for identified students with a mobility concern. Wheelchair evacuation points clearly identified throughout the school. Training on the use of the evacuation chair to be extended to more staff. Further training of Fire Marshalls to take place. Regular fire alarm testing including visual as well as auditory components.	Ongoing	SLT/CF Site management/CF Inclusion Team/CF CFCF CF Site Management	Time / Staffing
Classrooms are organised appropriately to cater for students using wheelchairs.	Appropriate tables in eg Food Technology room and Science lab. In-class LSA support in specific subject areas as appropriate eg in DT, Science or Art to help with equipment.	Ongoing	Site management	Cost of furniture
Ensure access to all parts of the school for all students.	Audit complete. Lift keys provided for identified students. Ramps	Ongoing	Site Management	Cost of keys

Written Information Access

TARGET	ACTIVITY	BY WHEN	BY WHOM	COST
Review information and letters to parents/carers to ensure everything is accessible.	Ensure clear communication using text, messages, letters and information booklets. Use of clear font.	On-going	Office staff SLT	
Provide access for students, parents and carers for whom English is an additional language.	Access to website translator. EAL strategies distributed to staff. EMTAS employed to work directly with EAL students as necessary. .	Ongoing	Inclusion Team IT Team	EMTAS rate of pay
Improve student literacy through the use of ICT software and intervention class.	Continued use of Lexia. Install Clicker 7.	On-going	Inclusion Team	Staffing
Ensure school website is easy to navigate for users with a disability.	Review of format and content. Facility to enlarge font size.	Ongoing	IT Team SLT	Time
Improve provision of information to students with a visual impairment.	Liaison with staff from Liverpool's Sensory Team Provide enlarged clear printed material as appropriate. Provide coloured overlays/ coloured paper or books and/or magnifying overlays as appropriate.	Ongoing	Inclusion Team HODs	Stationery items
Improved access for students with dyslexic tendencies.	Use of cream dyslexic-friendly paper throughout the school. Install 'open Dyslexic' font on PCs in workrooms around the school.	Ongoing	Inclusion Team IT Team	Stationery costs

TARGET	ACTIVITY	BY WHEN	BY WHOM	COST
	Encourage the use of sans-serif / round fonts for use in worksheets etc (eg Arial, Comic Sans, Verdana, Calibri.)			
Improve signage around the school.	Ensure clear signs are used to replace / add for all rooms as appropriate.	Ongoing	Resources Technician	Time
Improve reading ability and thereby better access to the curriculum for identified students.	Part-time Reading Support LSAs provide 1-1 reading support for identified students. Use of Clicker 7 to improve reading and writing.	Ongoing	Inclusion Team	Salary for LSAS
Provide information in other formats such as large print, audio, visuals for students who have difficulty with standard forms of printed information.	Staff produce worksheets etc with a larger font or use magnifying overlays for identified students. Staff use visual prompts for identified students. Audio books are provided for identified students.	On-going	Subject teachers Inclusion Team	Cost of resources
Use of ICT to produce written information where appropriate.	Laptops in PSC for use by identified SEND students. Access arrangements.	Ongoing	Inclusion Team	Time