

Accessibility Plan

West Moors Middle School



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| Approved by: | Full Governing Board | Date: October 2024 |
| Last reviewed: | October 2024 | |
| Next review due by: | October 2026 | |

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled children;
- b) improve the physical environment of the school to increase access for disabled children; and
- c) make written information more accessible to disabled children by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for West Moors Middle School

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting children at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Teaching and Learning Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Management Policy
- School Development Plan

3. Our vision and aims

West Moors Middle School wants everyone within our school to feel welcome, valued and included in our school community. We are committed to providing a fully accessible environment to enable this to happen.

Our children are provided with high quality learning opportunities so that each child thrives and achieves all that he/she can. We want our children to feel confident, valued and have a positive view of themselves and others.

We aspire for children with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen and are committed to ensure that this is possible.

Our staff team will therefore take positive actions in the spirit of the Equality Act 2010, by implementing all the steps we can to remove disadvantage faced by children with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our children and their families in our school community.

4. Current good practice

Identification

West Moors Middle School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our children's progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Full detail of our SEND offer and how we identify needs are available in the SEND Policy on our school's website, and our SEND Report.

Curriculum

West Moors Middle School has improved access to the curriculum for disabled children through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those children that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of a range of needs including ASC, ADHD and attachment disorder on learning;
- organising classrooms so that they promote the participation and independence of all children;
- staff INSET training regarding sensory impairments and the school environment;
- ELSA, Forest School and Nurture Provision which is offered as 1:1 and/or via group work.
- Breakfast club
- Pastoral support
- Mentoring for those with emotional and/or behaviour needs.

Physical Environment

West Moors Middle School has already improved the physical environment of the school to increase access for disabled children by:

The school is on the ground floor only with no steps or stairs. There is:

- ramped access to most of the school entrances
- two dedicated parking bays outside the main school entrance for children and families, and visitors with a disability
- two accessible toilets one with changing facilities
- yellow or white paint markings to the edges of pathways for children with reduced vision

- good lighting throughout school, including natural light and use of roller blinds in the classrooms

In addition,

- all potential trip hazards have been removed and all floor spaces are uncluttered
- and data projectors, plumbing and heating are regularly serviced and not too noisy.

Information

West Moors Middle School already makes written information more accessible to disabled children through:

- modifying written information so that this is available in large print for children with a visual impairment if necessary
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour
- ensuring that all school policies available on our website have a 'listen' option (on request)
- providing 'easy read' versions of our school policies (on request)
- using social stories and/ or picture symbols to explain school rules for children who benefit from these visual aid(s)

5. Implementation

Our Accessibility Plan shows how access to West Moors Middle School will be improved for disabled children (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help children with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled children are as prepared for life as their non-disabled peers
- how we can encourage children with a disability to take part in after school clubs, leisure and cultural activities and school visits
- how we might provide auxiliary aids and services (something or someone that provides help or support) to children with a disability to support their access to the curriculum
- adding specialist facilities to our school as necessary and improving the physical environment
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe

Our Accessibility Plan has been written based upon information from Dorset Council (or site surveyor) and in liaison with children, parents/ carers, staff and governors of the school. It will advise other school planning documents.

West Moors Middle School will work in partnership with the Dorset Council in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility* - [click here](#).

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding children with disabilities are experienced.

West Moors Middle School's Accessibility Plan will be implemented by Dr Deborah Craddock (Mr Mein, Site Caretaker and Mrs Davies, SENCo). Sufficient resources will be allocated by West Moors Middle School to implement this Accessibility Plan.

6. Monitoring

The West Moors Middle School Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Finance and Resources Committee with governors.

The governing body, or proprietor will monitor West Moors Middle School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The West Moors Middle School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The West Moors Middle School complaints procedure covers the Accessibility Plan.

West Moors Middle School **ACCESSIBILITY PLAN - October 2024 to October 2026 : Improving access to the curriculum**

| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | How can we tell if this is successful? |
|---|--|---|-----------------------------|---|
| <p>All first aid trained staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such children. At the point of need (a child on roll who has epilepsy), this training will be extended to all staff/</p> | <ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist nurse 2. Online training modules (e.g. through Epilepsy Action) undertaken by all staff 3. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist 4. Children with epilepsy will be provided with an Individual Healthcare Plan in line with guidance on supporting children at school with medical conditions. | <p>Headteacher</p> <p>All staff, including support staff</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p> | <p>At the point of need</p> | <ul style="list-style-type: none"> • Children and their families feel supported and their needs understood; • Children with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • Children with epilepsy continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of children with epilepsy and know how to support them, including in an emergency. |
| <p>All first aid trained staff have an awareness of asthma, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such children. At the point of need (a child on roll who has asthma), this training will be extended to all staff/</p> | <ol style="list-style-type: none"> 1, Whole school staff (including support staff) awareness training provided by SENCo. 2. Online training modules (e.g. through Asthma and Lung UK) undertaken by learning support staff and planned staff meeting to train all teachers. 3. All children identified and Asthma Plans sent home to be completed by parents and medical professionals. 4. Children with Asthma will have their own personalised asthma plan in line with Health Care guidance on supporting children at school with medical guidelines. | <p>Headteacher</p> <p>All staff, including support staff</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p> | <p>At the point of need</p> | <ul style="list-style-type: none"> • Children and their families feel supported and their needs understood; • Children with asthma have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • Children with asthma continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of children with asthma and know how to support them, including in an emergency. |

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| When trip resume post lockdown, all out of school activities need to be planned in advance to ensure that all children with a disability are able to take part. | <ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable children with a disability to take part in the out of school activities, including travel requirements | Senior Leadership Team | Autumn term 2021 | <ul style="list-style-type: none"> • No out of school activities are planned without consideration of how children with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Children with a disability have access to all school activities such as trips out, residential visits, extended schools' activities and sporting events • Children and their families feel included in out of school activities. |
| CPD – differentiating for Complex Communication Disorder (ASD/SALT/dyslexia) in the classroom. | Senior Leaders will work with SENSS to complete an audit of provision and staffs' training needs to support them to meet the needs of children with complex communication disorders. | SENDCO (TD), Deputy Headteacher for Inclusion (DE) and Assistant Headteacher and CCN Base Lead (JS) | Summer 2025 | The audit will lead to the development of an action plan to be implemented from September 2025. |
| Monitoring the impact of intervention. | <p>Review of Edukey Intervention tracker.</p> <p>Review and monitoring of use of tracker and data produced.</p> | <p>SLT</p> <p>SENDco and Deputy Headteacher</p> | <p>July 2025</p> <p>April 2025</p> | Use SIMS and Edukey tracker to show progress in the Summer Data capture. Use Sims tracker to provide reports to parents/ carers by Summer 2025. |

West Moors Middle School ACCESSIBILITY PLAN - April 2024 to April 2026: Improving the physical environment

This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding procedures, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (est.) £ | How can we tell if this is successful? |
|--|--------------------------------------|---------------------|-------------------------|--|--|
| Building work with roof and soffit and fascia boards required. | See plans agreed with Dorset Council | Dorset Council | Summer 2025 | Funded via BMIS for maintenance costs Awaiting funding and agreement from Dorset Council. | Building work complete by September 2024 - Completed. Soffit and fascia boards' repair and replacement required. |

| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (est.) £ | How can we tell if this is successful? |
|---|--|----------------------------|--------------------------------|--------------------------|---|
| Building work required to sensory room in the resourced provision base. | JS to collate quotes to present for approval by governors. | JS | July 2025 | £13,000 | Facility should be ready before children return to school Autumn 2025. |
| Continued development of a gardening area in school to support children's mental health and well-being post lockdown. | Funding applications to charitable organisations including JTYAF and Ferndown Rotary Club. | DC and CK | By Autumn 2025 | £2500 | Gardening area developed on the school's grounds led by the Eco Club with help from volunteers who have been DBS checked. |

West Moors Middle School ACCESSIBILITY PLAN - April 2021 to April 2022: Making written information more accessible

| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | How can we tell if this is successful? |
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| <p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p> | <ol style="list-style-type: none"> 1. All written information available to children and their parents/carers will be considered in detail by the SLT, parent/ carer links and the school council. Children with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future children during this exercise; 2. The school will make itself aware of the services available through local charities, providers and Dorset Council for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. | <p>Senior Leadership Team, SENCO, parents/ carers, children and other staff where appropriate (e.g. Library and Reception staff).</p> <p>Headteacher and SENCO</p> | <p>Autumn 2025</p> | <ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled children in mind; • Disabled children and their parents/ carers have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled children and their parents/carers is improved and meeting their requirements. |
| <p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need.</p> | <ol style="list-style-type: none"> 1. Whole school awareness training regarding methods of communication to aid learning/understanding for children with different needs; 2. A communication audit by specialist services in Dorset Council as appropriate to the needs of children at the school; 3. Specific training for those developing written information for the school and class teachers supporting children with specific needs. | <p>Headteacher</p> <p>SENDCo</p> <p>Senior Leadership Team</p> | <p>Autumn 2025</p> | <ul style="list-style-type: none"> • Staff are aware of the different ways in which children take on and learn new information; • Thought is given to all future communication with disabled children in mind; • The school is more effective in meeting the needs of children with a disability; • Children with a disability and their parents/ carers feel welcome and confident that their needs are being met. • Greater use of visual cues for new vocabulary. • Greater use of social stories and comic strip method to support communications |

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| | | | | <ul style="list-style-type: none"> • Incorporation of 'roots and shoots' approach and use of emotion coaching daily as needed, in line with Steps and attachment training. • Another Senior Leader to complete Steps Training to become a Steps trainer. |