

Accessibility plan

West Moors Middle School

Developed by Deborah East (Inclusion Lead)



Approved by:

Full Governing Board

Date: December 2024

Last reviewed on:

October 2024

Next review due by:

October 2027

1. Introduction

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

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that 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.

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

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at West Moors Middle School to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At West Moors Middle School, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - a) the child
 - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

4.1 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 consider the views, wishes and feelings of our children and their families in our school community.

4.2 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.

4.3 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.

4.4 General 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)

A copy of our floorplan is available upon request from the School Office.

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2024-25 academic year, 9.2% percent of our pupils, including children enrolled in our specialist Complex Communication Needs (CCN) Inclusion Hub, had an Education, Health and Care Plan (EHCP), under the Equality Act 2010. Our pupils have the following areas of need:

1. Cognition and Learning
2. Social, Emotional and Mental Health
3. Communication and Interaction
4. Physical and Sensory

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.

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, SENDCo). Sufficient resources will be allocated by West Moors Middle School to implement this Accessibility Plan.

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of West Moors Middle School. This told us that the following factors are imperative in embedding high levels of accessibility:

6.1 Increasing access to the curriculum

- 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.

6.2 Physical environment of the school

- 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.

6.3 Making information more accessible

- Ensuring that all school policies available on our website have a 'listen' option, upon request
- Providing 'easy read' versions of our school policies, upon request
- Ensuring that copies of the school floorplan are available, upon request

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- relevant specialist services

These consultations told us that:

- Our school is an inclusive, accessible setting that strives to meet the needs of all children.
- We respond quickly to feedback and suggestions, working collaboratively with others.
- We have a high level of pupil voice, through mediums of: prefects, school council, digital leaders, play leaders, sports leaders and Right Respecting School (RRS) Ambassadors.

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

- 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.
- All out of school activities to be planned in advance to ensure that all children with a disability are able to take part.

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Building work with roof and soffit and fascia boards required.
- Planning for an enhanced sensory room in the resourced provision base.
- Development of a gardening area in school to support children's mental health and well-being post lockdown.

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- Ensuring the availability of written information in accessible formats. This will be regularly reviewed, starting with content on the school's website.
- Raising the awareness of adults working at and for the school, relating to the importance of using a range of communication systems according to individual need.

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

- The Equality Act ([schedule 10 of the Equality Act 2010](#))
- Special Educational Needs and Disability (SEND) Code of Practice ([Special Educational Needs and Disability \(SEND\) Code of Practice](#))
- Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at West Moors Middle School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations. Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan 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 Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

This Accessibility Plan runs for 3 years and will be updated in October 2027. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

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

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	<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.</p> <p>At the point of need (a child on roll who has epilepsy), this training will be extended to all staff.</p>		
What actions will we take to achieve this?	<ul style="list-style-type: none"> • Whole school staff (including support staff) awareness training provided by local specialist nurse • Online training modules (e.g. through Epilepsy Action) undertaken by all staff • Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist • Children with epilepsy will be provided with an Individual Healthcare Plan in line with guidance on supporting children at school with medical conditions. 		
How can we tell if this is successful?	<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. 		
When will this work be done?	At the point of need.		
Responsible person(s)	Headteacher	Date complete	October 2024 to October 2026
	All staff, including support staff		
	SENCO		

Outcome 2	
What outcome do we want to achieve?	<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.</p> <p>At the point of need (a child on roll who has asthma), this training will be extended to all staff.</p>

What actions will we take to achieve this?	<ul style="list-style-type: none"> • Whole school staff (including support staff) awareness training provided by SENCo. • Online training modules (e.g. through Asthma and Lung UK) undertaken by learning support staff and planned staff meeting to train all teachers. • All children identified and Asthma Plans sent home to be completed by parents and medical professionals. • Children with Asthma will have their own personalised asthma plan in line with Health Care guidance on supporting children at school with medical guidelines. 		
How can we tell if this is successful?	<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. 		
When will this work be done?	At the point of need.		
Responsible person(s)	Headteacher All staff, including support staff SENCO	Date Complete	October 2024 to October 2026

Outcome 3			
What outcome do we want to achieve?	CPD – differentiating for Complex Communication Disorder (ASD/SALT/dyslexia) in the classroom.		
What actions will we take to achieve this?	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.		
How can we tell if this is successful?	The audit will lead to the development of an action plan to be implemented from September 2025.		
When will this work be done?	Summer 2025		
Responsible person(s)	Headteacher All staff, including support staff SENCO	Date complete	Summer 2025

Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	Building work with roof and soffit and fascia boards required.		
What actions will we take to achieve this?	See plans agreed with Dorset Council		
How can we tell if this is successful?	Dorset Council		
When will this work be done?	Building work complete by September 2024 - Completed.		
Approximate cost	Funded via B BMIS for maintenance costs		
Responsible person(s)	Dorset Council	Date complete	September 2024

Outcome 2			
What outcome do we want to achieve?	Building work required to sensory room in the resourced provision base.		
What actions will we take to achieve this?	JS to collate quotes to present for approval by governors.		
How can we tell if this is successful?	Facility should be ready before children return to school Autumn 2025.		
When will this work be done?	July 2025		
Approximate cost	£13,000		
Responsible person(s)	CCN Lead	Date complete	July 2025

Outcome 3			
What outcome do we want to achieve?	Continued development of a gardening area in school to support children's mental health and well-being post lockdown.		
What actions will we take to achieve this?	Funding applications to charitable organisations including JTYAF and Ferndown Rotary Club.		
How can we tell if this is successful?	Gardening area developed on the school's grounds led by the Eco Club with help from volunteers who have been DBS checked.		
When will this work be done?	By Autumn 2025		
Approximate cost	£2,500		
Responsible person(s)	SLT	Date complete	By Autumn 2025

Making information more accessible

Outcome 1			
What outcome do we want to achieve?	The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website		
What actions will we take to achieve this?	<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.		
How can we tell if this is successful?	<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. 		
When will this work be done?	Autumn 2025		
Responsible person(s)	Senior Leadership Team, SENCO, parents/ carers, children and other staff where appropriate (e.g. Library and Reception staff). Headteacher and SENCO	Date complete	Autumn 2025

Outcome 2	
What outcome do we want to achieve?	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.
What actions will we take to achieve this?	<ul style="list-style-type: none"> Whole school awareness training regarding methods of communication to aid learning/understanding for children with different needs; A communication audit by specialist services in Dorset Council as appropriate to the needs of children at the school; Specific training for those developing written information for the school and class teachers supporting children with specific needs.
How can we tell if this is successful?	<ul style="list-style-type: none"> Staff are aware of the different ways in which children take on and learn new information;

	<ul style="list-style-type: none"> • 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 		
When will this work be done?	Autumn 2025		
Responsible person(s)	Headteacher SENDCo Senior Leadership Team	Date complete	Autumn 2025