

THE HARMONY TRUST

Westwood Academy



Westwood Academy- Accessibility Plan January 2022

Mission statement

Our mission statement “**Believe, Achieve Succeed**” reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life. We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Westwood Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural and language needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition, the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Westwood Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

Aim

The academy’s accessibility plans are aimed at:

- 1. Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school’s curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
- 3. Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

Principal: Miss S Wimperis

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Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014).

The Accessibility Plan should be read in conjunction with-

- Admissions policy
- Academy Prospectus

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- The Behaviour Policy
- The Special Educational Needs policy
- Equality Plan
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- The Local Offer
- Academy Development Plan

Audit of existing provision

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders on 4.2022 under each of our 3 aims using the statements below. The plan will be reviewed on 5.23 / 5.24 / 5.25

Curriculum Access

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Teachers, Teaching assistants and key midday supervisors are given professional development to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through LA/The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about learning and their multiple intelligences.
- All pupils are encouraged to participate in expressive and creative arts.
- ICT is used creatively to give pupils with physical disabilities access to the curriculum and to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. Wherever possible, all children attend them, sometimes parents will be asked to accompany their child.
- The academy works effectively with outside agencies including AEN QEST, Speech and Language Therapy, The team for Visual Impairment, the Physical Disabilities Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses and physiotherapists.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

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Physical Access

- Wheelchair access is in place in some areas of the site and will continue to be improved in line with all premises development work.
- The emergency evacuation system has both visual and auditory components.
- All rooms have appropriate door signage.
- There are 2 disabled toilets spread; one on the main site and one in the EYFS building.
- Symbols and large print to be used throughout school for those with visual impairments.
- Communication in Print, blank level questioning and a range of strategies to support individual needs are used to develop communication throughout for individual pupils with Special Educational Needs, appropriate.
- Adapted/specialised furniture provided to meet individual needs.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- The nursery has a changing bench for pupils with continence needs.
- Accessible staff parking spaces are allocated/marked and kept available for use when needed.
- A hearing loop for community use is needed for the main reception area and assembly hall.
- There are markings on the steps and curb edges.

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided where requested, in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff may be trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) where required.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

This plan has been created following an audit completed in **May 2022** of current provision. Our audit is revised annually and a three year action plan is produced based on the findings.

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Accessibility Plan for Westwood Academy 2022 – 2025

| Plan to improve Curriculum Access | | | | |
|---|--|--|----------------------------|--|
| Objective/Target | Task/Action | Resources/ Timeframe | Lead Person | Monitoring /Success criteria |
| To ensure that all staff are familiar with technology and practices developed to assist people with disabilities. | Staff training required to ensure that iPads and accessibility functions are put into practice across the academy. | iPads (in place) Summer 2022 and ongoing as part of induction | SENCO Computing Lead | Increased ability of T and TA's to meet pupils' needs and achieve accessibility to learning for all. |

| Plan to Improve Physical Access | | | | |
|---|--|---|---|--|
| Objective/Target | Task/Action | Resources/ Timeframe | Lead Person | Monitoring /Success criteria |
| To provide wheelchair access through the main entrance to the building. | Conversation needed with estates management to ensure electronic gate and access ramp is within the action plan. | Summer 2025 Electronic gate and ramp | Principal Estates Manager Site Manager | Should funding become available our intention is to provide accessibility for wheel chair users through the main entrance. |
| To provide wheelchair access to the first floor of the main building. | Conversation needed with estates management to ensure lift/stair lift is within the action plan. | Summer 2025 Lift/Stair lift | Principal Estates Manager Site manager | Should funding become available our intention is to provide accessibility for wheel chair to the first floor of the main building. |
| To install a hearing induction loop (either | Explore options to obtain a hearing induction loop. | Autumn 2022 | Principal Site Manager | Hearing loop accessible to all visitors/users. |

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| fixed or portable) in the academy. | | Hearing induction loop | | |
|------------------------------------|--|------------------------|--|--|

| Plan to Improve Information Access | | | | |
|--|---|--|--------------------------|--|
| Objective/Target | Task/Action | Resources/Timeframe | Lead Person | Monitoring /Success criteria |
| School staff actively support all visitors by identifying any information access needs, such as support with reading or completing forms | Inclusion to provide admin staff with IHASCO training. | Summer 22 ihasco training and annually | Principal Inclusion Team | Staff awareness of possible 'information access needs' of parents and all visitors remains high. |
| Pupil reports to be offered to parents in an electronic form to allow them to use translation apps/read aloud software | Parents can request an electronic copy if preferred to enable translation/reading support software to be used – GDPR issues impact on security of email addresses held by academy therefore parents to be asked their preference and asked to supply the email address to be used to ensure this is accurate address. | Summer 22 and annually | Principal | Increased ease of access to pupils' reports for parents |

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