



Accessibility Plan 2017 – 2020

Improving the Curriculum Access at Westwood College

The Purpose of this Plan

This plan shows how Westwood College intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

Contextual Information

Westwood College maintains an important role in the community of Leek.

It occupies two separate buildings on the same 10.5 acre parkland site on the West side of Leek.

Old Hall is based in a large Victorian Building extended in the 1960s and again in 2006. It acts as the base for English, Science, Languages, History, Social Sciences and both Music and Drama. It includes several mobile classrooms and a modern block of rooms that houses the English Department.

400m away through wooded parkland is New Hall, built in the early 1960s and is home to Maths, Geography, Media Studies, PE, Art and Design.

In 2010 considerable investment was made to improve access and lifts now provide wheelchair access to the upper floors in Old Hall. Stair lifts and ramps have been fitted to provide access to all lower floor areas across the college and disabled parking has been identified outside both buildings.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We have a very small number of pupils and parents who have a hearing impairment or a visual impairment and have successfully accommodated two students with motorised wheelchairs over the last four years.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

1. Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Audit conducted each summer term to inform the staff CPD programme for the following year	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Annual review each summer term with consideration of during the planning stage of each out of school activity	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Biannual review next due June 2017.	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Review conducted each summer term to inform the staff CPD programme for the following year	Society will benefit by a more inclusive school and social environment

2. Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems.

The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Item	Activity	Timescale
Accessible car parking	Bays to be signed	Completed
Dropped kerbs either side of main vehicle entrance.	Pedestrian access improved	Completed
Doors	Anti-glare film to be applied to the doors	By 2016 and on-going
Staircases	Colour-contrasted handrails to both sides of staircases	New Hall Sept '17 Old Hall – listed buildings review 2017
Doors at top of stairs to prevent wheelchair users accessing staircase.	Install doors	Review Summer '17
Accessible toilet	To provide one unisex accessible toilet	Provision in both Old Hall and New Hall
Improve Reception facilities during building changes	The counter is lowered to a maximum height of 800mm, with knee-space under.	Main reception in Old Hall complete. New Hall by 2018
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as money allows.	Accessible toilet in place in both Old Hall and New Hall

3. Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels).

This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school will consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Review services available biannually next review 2018. Materials considered each publication.	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Review annually in the summer term	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	Review services available biannually next review 2018. Materials considered each publication.	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Review services available biannually next review 2018. Materials considered each publication.	School is more effective in meeting the needs of pupils.