Westhaven School Accessibility Plan

Approved by	Senior Leadership Team
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

Westhaven School is a specialist school, and a unique environment, for children and young people who experience barriers to learning. We support learners aged between 4 and 18 years who have a range of barriers to learning. Most learners have either moderate learning difficulties including difficulties with their cognition and learning, or needs on the autistic spectrum. Many learners have difficulties with speech, language and communication and a small number have additional medical or physical needs. Some learners may also have associated needs with their social, emotional and mental health, and sensory processing difficulties. All learners at Westhaven School have an Educational Health and Care Plan (EHCP).

Our school community, supported by a dedicated governing body, is committed to providing each learner with a positive and fulfilling educational experience from the moment they join the school until they leave. In order that we maintain our respected status in the community, all stakeholders work together in the 'Westhaven Way'. This is the golden thread that binds us together. We shape our learners to be:

- Safely independent
- Confident communicators
- Respectful citizens
- Resilient learners
- Inquisitive thinkers

At Westhaven School we strive to provide the best education to all our learners so that they leave Westhaven feeling valued, inspired and prepared for their lives beyond school.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aims	Current good practice	Actions to be taken	Date for actions	Responsibility	Success criteria
Increase access to the curriculum for our student cohort who all have Special Educational Needs and/or a disability.	Our curriculum is unique to us – it is intended to provide our learners with the skills and knowledge they need to be successful in life. The learning strands within the school are split to enable all learners to succeed and each has a slightly different curriculum. We offer five different curriculum strands: Encounter and Explore Connect and Grow Aspire and Excel Engage and Respond Develop and Empower We implement our curriculum through quality teaching and learning experiences across a broad range of subjects, specifically chosen to meet the	To deliver training on the curriculum strands and assessment for all stakeholders. To deliver learning walks and support visits to all teaching staff.	Ongoing as staff arrive Ongoing	Senior Leadership Team Curriculum leads Teachers	Learners access a bespoke broad and balanced curriculum that meets their individual needs and increases their independence, communication skills and emotional well-being. Learners are supported with meaningful learning activities and continue to work towards outcomes, from their Education Health Care Plan. Teachers and support staff

	diverse educational needs of our learners.				receive appropriate training.
	We use resources tailored to the needs of students who require support to access the curriculum.	Along with Section F on plans, Westhaven will assess the needs of the learners in each class and provide equipment as needed.	Ongoing		Learners have access to equipment appropriate to their needs.
	Curriculum progress is tracked for all learners through the monitoring cycle. Learner data is carefully reviewed at each termly progress point using Insights through Evidence for Learning and book scrutiny.	Staff to be supported in Learner Progress meetings.	Term 3 & 5		
	Outcomes are set effectively and in line with the learner's EHCP outcomes and interim steps. The curriculum is reviewed annually to ensure it meets the needs of all learners.	All staff will access all information required, along with EHCP monitoring cycles two times a year.	Ongoing Term 3 & 5		
	Access Arrangements and Reasonable Adjustments are applied as per the school's Exam and Accreditation policy by the school SENCO.	To provide timely information on options for families and learners ahead of choice making.	Term 4 / 5		

	Westhaven provides appropriate training for staff. Adjustments made on homework expectations. All learners able to access off site strips and visits	Westhaven will identify and address training needs to understand and meet the needs of all learners with any type of difficulty or disability. Continue to work with families on what works best in regards to home learning for their child. Risk assessments and trip policies and procedures to be adhered to when learners go off site for a trip	Ongoing Ongoing Ongoing		
For adaptive and assistive technology to be deployed to ensure equal access to the curriculum.	Learners are identified if they need any assistive technology through Section F on plans or entry to school or updates in provision. Access to assistive technologies are available, such as: AACs, easy read keyboards, chunky stylus, test pens and writing slopes - all used for specific learners where needs are identified. Large print resources, Soundfield	Where new needs are identified, to ensure a timely response to put in place the required equipment/ technology to minimise loss of learning. Continued review of equipment/adaptions required as outlined by Learners' EHCPs and professional advice received. Deliver any training required on assistive technologies.	Ongoing	Senior Leadership Team	Resources and technology to support particular needs are available and all staff access ongoing CPD.

	systems and Braille are used with specific students with VI and HI. Dyslexia friendly and Autism friendly strategies are used across school. Appropriate assistive technology is used within examinations to enable learners to access the assessments. These reasonable adjustments are in keeping with examining bodies protocols. Collaborative working relationships with the sensory support teams.				
Improve the delivery of information to learners with any difficulty or disability	Communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Use of technology • Widget Symbols • Translations	All staff undertake Total Communication training. All staff undertake training in Unlocking Letters and Sounds.	Ongoing	Senior Leadership Team	To support learning with Total Communication consistently.

	The TEACCH approach is used in some classes to provide a higher level of structure to support learning. Displays are accessible and low arousal. Learners follow a robust phonic scheme to support their reading development. Westhaven works with a variety of external agencies: Community Paediatrics, CAMHS, Education Inclusion Service, SEND Team, Social Care, Disabled Children's Team, North Somerset alternative provisions©, Sensory support service, Sirona health, PSCOs and the local Police force.				
Improve and maintain access to the physical environment.	The environment is adapted to meet the needs of learners as required. Accessible/disabled toilets are available in each main building block.	Advice of specialists sought if needed. Regular health and safety and compliance inspections. Site management team and	Ongoing	Senior Leadership Team. Sight management team. Business manager.	The school's physical environment is as accessible as it can be and provides a range of equipment and space to

	An accessible shower is available. Corners and steps are highlighted in yellow or white. Staff are aware of VI learners in school and keep environments clutter free. One way systems are in place around some KS3 buildings. Access to ramps to access buildings Access to two disabled parking bays on site. Some buildings are wheelchair friendly. Classrooms are organised to promote the participation and independence of all learners. Accessible outdoor play spaces. School trips, residential visits and	business manager to oversee any physical accessibility measures.			support physical development.

	extra-curricular activities are accessible for learners.				

4. Monitoring arrangements

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school SENCO and approved by the Senior Leadership Team.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality and Diversity, Accessibility and Community Cohesion Policy
- Special educational needs (SEN) information report