



## **DISABILITY ACCESSIBILITY POLICY**

### **1.1 Introduction**

Westfield School is committed to a policy of equal opportunities for disabled staff and pupils and aims to create an environment which enables them to participate fully in the mainstream of School life. For the purposes of this policy, disability is understood in the broadest sense and, in addition to mobility and sensory impairments, includes mental health problems, specific learning difficulties and medical conditions which may have an impact on day-to-day activities. This policy also extends to members of the public using School premises.

### **1.2. Aims**

The Aims of this policy are to ensure that:

- applications for admission from potential pupils or applications for employment are assessed based on the applicant's aptitudes, abilities, and qualifications;
- disabled staff and pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the school;
- the views of the individual pupil or member of staff are always considered when their requirements are being assessed;
- members of staff working with disabled people, either as colleagues or as pupils, have appropriate information and support;
- the school takes steps to enable staff and pupils who become disabled during their time at the school to continue in their chosen career or course of study;
- disabled members of the public can fully participate in public events held on School premises;
- As far as is reasonably practicable, School premises are made accessible and safe for disabled people.

### **1.3 Implementation**

The school expects all its staff to be aware of this policy and its related Code of Practice and to treat disabled people, whether pupils, staff, or members of the public fairly, with respect and in accordance with this policy.

### **1.4 Accessibility Plan**

The school has produced an Accessibility Plan which is attached at Appendix A to this policy. This Plan is prepared in conjunction with the Senior Leadership Team and Governors and is endorsed on an annual basis.

### **Disability Code of Practice**

#### **2. Code of Practice Relating to Pupils**

In accordance with the Equality Act 2010 the school will put in place procedures and practices to ensure that all disabled pupils are treated fairly. It will make reasonable adjustments to support pupils in their learning environment and remove or reduce barriers which prevent disabled pupils from successful participation in all aspects of School life.

#### **2.1 Admissions**

2.1.1 Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve, the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

2.1.2 The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

2.1.3 One of the obvious problems which the school has is its lay-out which covers a wide area and consists of many separate and some historic buildings of several stories and without lifts, which have grown up since the school was founded. Another is the system of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps, or stairs in buildings without lifts. A pupil with impaired mobility may be put at a disadvantage by these problems, if not prohibited altogether from access to some or all the educational and other facilities the school offers. These matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

2.1.4 The School will make available clear information about access to buildings and support facilities to enable disabled pupils to make an informed choice. When registering with the school, the registration form allows parents to indicate if their daughter has any special education needs or disabilities which require any special arrangements to be made in respect of the assessment process. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality

2.1.5 No applicant will be refused a place at the school on the grounds of disability alone. Every opportunity will be provided for full consideration of the specific support or facilities required for disabled applicants and all reasonable adjustments will be made.

## **2.2 Curriculum and Assessment**

2.2.1 The School will take all appropriate steps to ensure that learning environments are organised in ways which offer the best possible opportunities for full participation by disabled pupils.

2.2.2 Heads of Departments will identify designated members of staff with whom disabled pupils may discuss the specific requirements of their intended curriculum in advance to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism should also be used to enable disabled pupils to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

2.2.3 Appropriate modes of examination and assessment will be determined after consultation with the pupil, relevant teaching staff and the Examinations Officer. The purpose of any specific arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards. Any request for specific arrangements in relation to examination and assessment procedures must be supported by medical or other evidence and it is the pupil's responsibility to make that available to the school.

## **2.3 Pupils who become disabled**

The school will take all appropriate steps to ensure that a pupil who becomes disabled during their time at the school has every opportunity to complete their education through the provision of the same level of adaptations and support as a comparable pupil who was disabled at the start of their course.

## **2.4 Other Support Services**

The school will aim to ensure that disabled pupils have equal access to all pupil support services. Examples of this would be assistance in libraries to obtain books, provision of information in Braille, large print or other alternative formats, provision of open days and other events in accessible venues. The school will aim to provide a range of accessible IT equipment and software throughout the school.

## **3. Code of Practice on Employment**

The school is committed to taking positive steps to provide an environment where disabled staff can maximise their potential, contribute to the best of their abilities and have equality of opportunity in recruitment, training, and promotion within the school. The school recognises that disabled staff and job applicants are a valuable resource and will therefore strive to meet their needs by making appropriate adjustments to the working environment, in consultation with the individual involved.

The Disability Discrimination Act (1995) makes it unlawful for the school, and therefore any of its employees, to discriminate, in the field of employment, against a disabled person for a reason that relates to the person's disability if that treatment cannot be justified. This Code of Practice aims to ensure that the school is positive about employing disabled people and acts within the law.

Wherever practicable, the school will:

- provide equal access for disabled people to jobs suited to their aptitudes, abilities, and qualifications;
- seek to retain people who become disabled within the school's employment;
- seek to ensure that disabled employees are considered for promotion according to their aptitudes, abilities, and qualifications;

### **3.1 Recruitment**

3.1.1 Application and selection procedures used in the recruitment and selection of staff should encourage disabled people. All applicants should be asked when being called for interview if they require any assistance to enable them to participate fully in the interview, for example an accessible interview venue

3.1.3 All candidates will be assessed on their abilities, qualifications, and experience according to objective criteria developed for the post. It may be that a "reasonable adjustment" (see below) would be required to allow a disabled candidate to meet the criteria, but it should be assumed, in deciding whether the individual meets the criteria, that the appropriate adjustment had been made. For example, no candidate will be rejected simply on the basis that they cannot gain access to the building.

The Disability Discrimination Act (1995) states that an employer must make "reasonable adjustments" to allow an individual to be employed. These may include:

- Adaptations to premises;
- Re-allocating some duties;
- Altering hours;
- Finding alternative accommodation;
- Rehabilitation leave;
- Training;
- Modifying equipment;
- Modifying assessment or testing procedures;

Guidance on appropriate reasonable adjustments can be obtained from the Bursar.

### **3.2 Support in employment**

3.2.1 Some disabled people may require additional support when settling into their working environment. Heads of Department and colleagues should ensure that needs are discussed with the individual concerned. Consideration should be given to any adaptation (e.g., provision of equipment, modification to the working environment or to the organisation of the post) which may be necessary to enable the individual to work on equal terms with non-disabled colleagues. Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration should also be given to parking facilities, toilet facilities and health and safety issues such as fire alarms and procedures.

3.2.2 Training should be made available to disabled people on the same basis as their colleagues, for example, accessible training accommodation. The school is obliged under the terms of the Disability Discrimination Act to make such arrangements.

3.2.3 Where general meetings of staff are being held, these should always be held in accessible venues with facilities for people with visual and hearing impairments.

### **3.3 Members of staff who become disabled**

3.3.1 Losing the services of a member of staff who becomes disabled can deprive the school of a considerable asset in terms of the skills and experience of the individual as well as an investment in their training and development. Where practicable, the school will attempt to retain staff who become disabled and to ensure suitable employment for them. The same procedure will apply in relation to a disabled member of staff whose condition changes in ways which affect their ability to continue in their role or where a change to an individual's role makes it difficult for the employee to continue in that role because of their disability.

It should be remembered that the school is required under the law to make any reasonable adjustments (see section 3.1 above) to enable the individual to continue in post.

There are several feasible options to consider:

- a. continuing in the same post, with appropriate adjustments;
- b. redeployment;
- c. early retirement on grounds of incapacity;
- d. termination of employment.

### **6. Responsibilities**

All School staff are expected to be aware of this policy and treat disabled people, whether pupils, staff, or members of the public in accordance with these provisions. Heads of Department and the Senior Leadership Team will be responsible for ensuring that the policy is communicated effectively and is being implemented in their area.

### **7. Linked Policies**

This Plan will contribute to the review and revision of related policies, including:

- School Improvement Plan
- Special Educational Needs Policy
- Equal Opportunities Policy
- Anti-Bullying Policy

## Westfield School Three Year Accessibility Plan 2023 – 2026

### Area 1 – Improving Access to the Curriculum

Year	KIP	Actions	Resources	Timeframe	RAG
<b>2023-24</b>	To provide staff with training for awareness of different disability needs.	September 2023 – Mental Health staff CPD including training for staff for dealing with pupil in crisis. Annual training embedded for September INSET for SENDCo to share training to meet the needs of the new cohort of Y7 pupils and other new starters. Pupil Profiles being used have been identified as unfit for purpose due to the increasing diverse needs of the pupils attending Westfield. SENDCo to design new structure for 24-25.	INSET delivery time Training for staff delivering Communication and shared information at transition	September 23  Sept 24	
	To carry out curriculum audit, where appropriate, to meet the needs of different pupils.	Curriculum audit has identified and implemented changes for pupils with disabilities. A range of GCSE science options have been introduced dependent on need, ongoing personalised curriculums are followed, new qualifications have been introduced post-16, forest school delivered in SH. Whole school review of curriculum to take place in 24-25 to address the needs of current pupils.	Access to a range of qualifications that are still available. Training for staff in new qualifications	July 24 but ongoing	
	To ensure that pupils are able to access learning if they are unable to attend	Subjects use Teams and OneNote to share resources and activities with pupils so they can be accessed from home if necessary	Devices	January 25  Ongoing	
<b>2024-25</b>	To provide staff with training to implement their understanding of different needs into T&L.	Annual training from SENDCo for T&L strategies for new pupils. Embedding of Teacher files containing all SEN information to support staff in identifying pupils with	INSET delivery time Training for staff delivering INSET and Faculty time	Sept 24  In place Nov 24	

	<p>To address the significant increase and shift in</p> <p>Access Arrangements accepted by JCQ and implement these into the Westfield exam series.</p> <p>To produce a smooth transition programme for pupils from Y6-Y7 in 2025 due to the wide</p>	<p>disabilities and reflect how well they are meeting need.</p> <p>Designed and implemented new Pupil Profiles for all pupils with disabilities which highlight pupil-specific strategies for staff to use. These are tailored to the individual not the disability. This gives staff training in how to meet the needs of that child.</p> <p>April INSET – PDA training provided for all staff</p> <p>Identified training for 25-26 includes PACE training.</p> <p>Faculties to lead on short INSET activities that will improve access for pupils with disabilities.</p> <p>Whole school curriculum review has taken place to match more closely the needs of our pupils and our delivery. Reduced the number of lessons daily, reduced GCSE options from an average of 10 to 9, with many personalising beyond this, triple science no longer compulsory for more able pupils etc</p> <p>There has been a huge increase and shift in access arrangements approved by JCQ for the 2025 exam series. A range of current and new arrangements to be implemented with pupils based on individual needs – 25% ET, booths, readers, e-readers, scribes, rest breaks, white noise music etc. Multiple laptops purchased with different software e.g. adobe readers, spell-check / no spell check etc.</p> <p>To appoint a second member of staff to support NB with the needs of the pupils in Y7 from Sept 25 focusing on pupils with EHCPs.</p> <p>To plan and set up an enhanced transition programme for year 6 pupils to include: SH visits,</p>	<p>Information available from SENDCo for pupils with disabilities</p> <p>Ability to share PPs – communication</p> <p>Training for ET to deliver</p> <p>HOF Meeting time</p> <p>JCQ and access arrangements training</p> <p>Specialised programmes, laptops</p> <p>TA time</p> <p>Teacher to support NB</p>	<p>and updated regularly</p> <p>Sept 24 onwards</p> <p>April 25</p> <p>Autumn Term 25</p> <p>April 25</p> <p>June 25</p> <p>October '25</p>	
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	range of complex needs in that cohort.	visits to JH by staff and pupils, creation of pupils' preparation folders, a weekly transition programme.			
<b>2025-26</b>	Enhance Transition programme into Y7  Embed Formative Assessment such that access is improved to the curriculum for all.  Review curriculum offering to broaden opportunities for more vocational courses	Put in a second member of staff on Induction Day to help smooth transition for pupils with (un)diagnosed needs.  Through the use of INSET and CPD time, Teacher Learning Communities will work on SSAT programme.  Following on from success of Medical Science; review potential for introduction of remote learning Sociology, etc. and further internally taught post-16 options eg Criminology.	TA time  Timetable regular meetings, staff cover, INSET priority	Trial Sept 2025  24 months from Sept 2025  Options in place by January 2026	

## Area 2 – Improving Access to the Physical Environment

Year	KIP	Actions	Resources	Timeframe	RAG
<b>2023-24</b>	Procedures are updated regularly to meet this need	Inclusive emergency procedures are updated regularly by the facilities manager to support physical access for people with disabilities. Fire evacuation plans are reviewed regularly to meet mobility, sensory and cognitive needs. PEEPs to be produced to support pupils and staff with temporary disabilities	Training for FM  Plans and procedures updated	July 24 and ongoing  Sept '23 ongoing	
<b>2024-25</b>	Identify further rooms that provide a calm, safe space for pupils with disabilities.	Create a second room in SH to support the increasing need for ALS space and therefore impacting on ability of the room to meet need. ALS2 to be developed in close proximity to ALS and meets the needs of a relaxed, calming space.	Budget, furniture and equipment for ALS2	Ready for Sept 24 and updated	

	Identify and implement other strategies that impact on the physical environment and can impact on pupils	Ongoing improvements made to lighting to ensure that areas are well-lit and safe. Any defects with lighting, e.g. buzzing, are fixed immediately. Improved flooring is being implemented with contrasting floor strips to support the visually impaired.	FM and caretaker time Budget for improvements	throughout the year.  Ongoing	
<b>2025-26</b>	Improve the configuration of JH classrooms to meet the needs of all pupils, including those with disabilities  Review opportunity to expand ALS provision to a separate unit	To ensure that JH classrooms met the needs of all pupils and created spaces for pupils to learn, support their learning and also areas to improve their emotional well-being and mental health  Look at potential of Rose Cottage, with separate entrance, to be a stand-alone ALS suite and demand from current/potential families.	Various resources for classrooms and displays  Review of timetable and teaching spaces. Potentially build a new classroom(s)	Sept 2026  Review complete by May 2026	

### Area 3 – Improving Access to the Information

Year	KIP	Actions	Resources	Timeframe	RAG
<b>2023-24</b>	Increase information shared between all stakeholders  To train staff to provide increased information	Regular meetings held with parents of pupils with disabilities and SENDCo to meet needs readily and share progress and concerns. Regular communication of any updates or changes in pupil needs with staff. INSET time to be allocated for staff training in presenting subject information in accessible ways	Any available training	Ongoing termly or half termly depending on need Regularly Autumn 23	
<b>2024-25</b>	Improve usefulness of pupil profiles	To redesign Pupil Profiles to address concerns about how information was shared.	Staff time	Sept 24	



	<p>Improve access of staff to ALS materials and information</p> <p>To increase the accessibility of information to support learning</p>	<p>All ALS information shared on Teams – ease of access for staff from home or any device within school.</p> <p>Ongoing, and growing, use of teams and OneNote allows pupils to access information easily outside of lesson time. This means they can access it even if they cannot attend school in person, they can review learning easily at a later date and are able to view information as part of revision</p>	<p>Staff time</p> <p>All staff time and training on One Note</p>	<p>Sept 24</p> <p>Ongoing – July 25</p>	
<b>2025-26</b>	<p>Improved access and use of pupil information to inform teaching</p> <p>Planning to become a PACE school</p>	<p>Review impact of new Pupil Profile (PP) layout. Teacher File reviews in place to ensure staff are accessing most up to date information</p> <p>Review whether PP updates can be ‘pushed’ to staff</p> <p>Prepare training materials to run alongside Year 2 of EFA to ensure there is no overload of staff</p>	<p>IT input</p> <p>Staff time</p>	<p>Ongoing – Jan 2026</p> <p>May 2026</p>	