



UNIQUE
CARE GROUP

Welcome to

Westbury School

Accessibility Policy and Plan

March 2024

T: 01743 884 195

uniquecaregroup.co.uk

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THE SCHOOL'S PURPOSE

Westbury School is located in the village of Westbury in Shropshire. It is very close to Shrewsbury (fifteen minutes away by car) and Telford town (forty minutes away by car). The two towns are relatively large and have major facilities such as shops, supermarkets, leisure centres, cinemas, restaurants and local clubs which young people can attend.

The aim of the school is to provide a suitable environment with a high level of therapeutic support and excellent teaching to allow young persons with learning difficulties including autism to achieve their full potential and to make the most of their intelligence, focus and skills. In our calm and structured environment, young people can begin to regain a sense of self-respect and respect for others that will enable them to thrive academically and socially. We work hard to ensure that our young people get the best opportunities to further their studies in mainstream settings and beyond to further education, paid work and apprenticeships.

2.OUR MISSION

The School supports the following mission statement:

We are committed to transforming young people's lives and experiences, to support them to develop their personal, social and emotional well-being and to guide them in all aspects of their lives. We endeavour to achieve the best outcomes for each and every young person in an individualised and unique way.

3.THE PUPIL PROFILE

Our school is a designated Special School, owned by Unique Care Group, a residential and educational childcare company specialising in providing placements for young people with Learning Difficulties including autistic spectrum conditions (ASC) and co-occurring additional learning needs including ADHD, dyslexia, anxiety disorder, emotional difficulties and attachment conditions.

Our Pupils may:

- Be mixed gender
- Be aged 11-18 years

- Be not making progress because of Learning Difficulties and other co – occurring learning needs
- Have attachment disorder
- Have additional complex needs
- Be the subject of an EHC plan
- Have a likely history of placement or family breakdowns
- Have a history of school refusal, periods of time out of school
- Have previous CAMHS input

4.INTRODUCTION TO THE PLAN

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Proprietors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Under the Equality Act 2010, a person suffers a disability 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 carry out normal daily activities.

Legal requirements

Every school has a statutory duty to prepare an Accessibility Plan.

This plan:

- must be in writing
- must be reviewed and revised if necessary
- must be published on the school website
- will be inspected by Ofsted
- should cover the whole life of the school and all its policies, procedures and activities

Improving Access

It is our intention to remove or reduce barriers for any individual who has difficulties within the following broad categories of need if they hinder their ability to access school life:

- Physical access to the learning environment
- Access to the curriculum
- Access to written information

5.INCLUSION: OUR VISION AND VALUES

Westbury School is committed to providing an environment that enables:

- full curriculum access
- values and includes all young people, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural 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 throughout our learning community.

Westbury School caters for pupils with learning difficulties and associated educational needs for whom appropriate and effective provision has not been, or cannot be, made in other settings, including in mainstream schools.

Westbury School sets out to be fully inclusive of all its pupils and will cater for their needs.

We are committed to auditing and reviewing our current activities, devising actions, setting goals and targets, implementing plans and evaluating them for impact.

We will ensure:

- Teachers and teaching assistants have the necessary training to teach and support disabled pupils
- Classrooms are optimally organised for young people that have disabilities
- Lessons provide opportunities for all pupils to achieve
- Lessons are responsive to pupil diversity
- Lessons involve work by individuals, pairs, groups and the whole class
- Pupils are encouraged to take part in music, drama and physical activities
- Staff recognise and allow for the learning needs of all students
- Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education or due to hyper or hypo sensitivity
- Access is provided to computer technology appropriate for students with disabilities
- School visits are made accessible to all pupils irrespective of attainment or impairment
- There high expectations of all pupils
- Staff seek to remove all barriers to learning and participation
- Information is provided in simple language, symbols, large print, as necessary

- Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams
- Facilities such as ICT are used to produce written information in different formats
- Staff are familiar with alternative technology and practices developed to assist people with disabilities
- We continually review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for all
- Work to provide an atmosphere where pupils feel safe and valued
- Promote the understanding of disability and work to show positive models of people with a disability.
- We avoid stereotypes, and use language which emphasises the person rather than the disability
- We examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and seek to overcome these barriers.

6.ACCESS TO THE PHYSICAL ENVIRONMENT

Westbury School is located in Shropshire providing it with excellent accessibility to the county motorway and road network, rail and public transport routes, whilst being pleasantly distanced from the hustle and bustle of the major towns.

Our site has on it a residential home and a special school, each separately registered.

Our Special School provides education and care for up to 20 young people. We are not a gender specific provision. We are registered for young people aged from eleven to eighteen.

Within 15 miles away, we have access to a rural estate that has woodland and fields, owned by the Proprietor. Our young people are driven there so as to benefit from outdoor learning in our Woodland Classroom setting.

Our specialist learning educational environment is organised to minimise the anxieties that often occurs in vulnerable young people. The classrooms and settings are adapted to meet the educational and social development needs of autistic learners, so that each young person can develop the skills to become independent learners and achieve their potential.

We ensure that:

- The size and layout of all areas - including all academic, sporting, play, social facilities; classrooms, outdoor education facilities, playgrounds are fit for purpose
- Pupils who use wheelchairs or other mobility aids can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers
- Pathways of travel around the school site and parking arrangements are safe, logical and well signed
- Emergency and evacuation systems are set up to communicate effectively with ALL pupils, including pupils with SEN and disability; alarms have both visual and auditory components
- Décor or signage provide a low arousal environment so that it does not impact on sensory needs, nor is it disorientating for disabled pupils be the disability visual impairment, autism or epilepsy
- Areas to which pupils should have access are well lit
- Steps are taken reduce background noise for those with hearing impairment, and for pupils who have sensory needs and need to be protected from extraneous sounds.

7.ACCESS TO THE CURRICULUM

Teaching staff plan to ensure equality of access to the curriculum according to the individual needs, interests, age and aptitudes of our pupils. Our staff make reasonable adjustments to the curriculum to ensure equality of opportunity.

All areas of the curriculum are made accessible to all pupils regardless of their disability. Where an activity provides a seemingly insurmountable challenge to accessibility or would be inappropriate, then an alternative activity will be made available. For example, football may be inappropriate for an individual wheelchair user but an alternative physical activity will be offered. Handwriting practice might be inappropriate for a pupil with physical disabilities but practising keyboard skills would be a suitable and valuable alternative.

The school will employ assistive technology such as easy-to-use keyboards or text-to-speech software, when a pupil has an individual learning need requiring such technology as identified in their Individual Education Plan.

8.ACCESS TO INFORMATION

Westbury School supports a total communication approach.

We will ensure:

- Availability of all policies and written information in large font on request.

- Staff are aware of the importance of font size and page layouts to support any pupil with visual impairments
- The availability of large font and easy read texts in any library provision we set up, so as to improve access.
- Signage around the building and grounds will be reviewed regularly to ensure that it is accessible to all.
- All pupils have equal access to full-time education.
- The education offer is designed to be suited to the pupils' ages, abilities, aptitudes and additional learning needs.
- The goal is for every pupil to be actively engaged in effective learning.
- Every pupil has a right to an individual educational pathway
- Pupil involvement in their own individual education and care plans, reviews and pupils' meetings and access to nationally accredited routes and qualifications.

We are committed to auditing and reviewing our current activities, devising actions, setting goals and targets, implementing plans and evaluating them for impact.

To achieve this, we will:

- Continually review the environment of the school
- Review the way we plan, prepare and deliver the curriculum
- Review the information we provide for pupils so that we can improve the access for all
- Work to provide an atmosphere where pupils feel safe and valued
- Promote the understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see how we can work to overcome these barriers.

9. STRATEGIC ACTION PLAN FOR ACCESSIBILITY

Target/Areas for improvement

- Access to Information and availability of written material in alternative formats.

Actions

- The school makes itself aware of the services available for converting written information into alternative format

Desired Outcomes

- If needed the school can provide written information in alternative formats.

Timescale

- Ongoing as the provision develops Jul 2022

Target/Areas for improvement

- To ensure that the scope and design of the school's curriculum and framework for assessment will readily facilitate the personalisation of teaching, therapeutic care and learning in response to the special educational and additional needs of individual pupils.

Actions

- The specialist curriculum will be extended to provide a whole school approach for promoting best practice
- The curriculum will assist individuals to develop emotional resilience, social communication, interaction, independence and community participation and so enhance their social and emotional wellbeing and support functional life skills
- PCPs will be revised to include improvement targets designed to minimise the negative impact of a pupil's SEN and disabilities as cascaded from EHCP
- Pupils will be required to participate more in evaluating their performance and participate in the process of review and target setting
- The range of qualification routes will be reviewed at key stage 4 to ensure that pupils of all abilities and disabilities are being empowered to access awards and qualifications

- Performance data will be monitored and recorded in areas such as attendance; incidents; awards and qualifications etc. and used to inform the holistic analysis of pupil progress
- Pupil performance will be closely monitored and analysed to identify any groups of disabled pupils who are at risk of under achieving

Desired Outcomes

- Specialist curricula will enable assessment and therapeutic teaching of pupils who have learning difficulties.
- Use of SMART targets will result in improved functional skills and competencies
- Pupils are more self-determining, have a good understanding of their needs and aspirations and able to influence decisions being taken on their behalf
- The school has high aspirations for all its pupils, regardless of ability and disability and all pupils have the opportunity to attain awards and qualifications
- Regular monitoring and analysis will identify any pupil or groups of pupils with particular disabilities who are being further disadvantaged and so enable alleviation measures to be taken
- Early identification of under -performance will enable action to be taken

Timescale

- Ongoing

Target/Areas for improvement

- To ensure that each member of staff will implement, and contribute to, the provision agreed for individual pupils, regardless of pupil disability, gender, age, sexual orientation and ethnicity, and ensure that all pupils are valued and supported equally.

Actions

- Staff appraisal will include evaluation of each member of staff's impact upon pupil progress and wellbeing
- The school will seek to actively support individual employees who wish to enhance the scope and effectiveness of the school's specialism and disseminate best practice.
- Independent appraisal and accreditation of workforce related competencies will be commissioned where relevant.
- Teachers, training instructors and teaching assistants will be expected to meet a minimum standard of specialist skill, knowledge and

understanding and demonstrate they are enabling a high standard of pupil progress

- Training instructors will be recruited to enhance the school's range of specialist provision
- School standards will be moderated by external services as part of quality control July 2022

Timescale

- Continuously evolving to meet individual need
- ongoing

Target/Areas for improvement

- To ensure that partnership working with other key players results in enhanced equality of opportunity

Actions

- The school will lead, co-ordinate and participate in inter-agency strategies to improve the quality of life experienced by pupils with a diverse range of disabilities
- Transition planning for those with the most complex needs is more effective
- Pupils are safe; healthy; enjoying a good standard of social inclusion and in receipt of appropriate benefits and multi-agency support
- Pupils of all disabilities and their families benefit from inclusive activities during non-school hours
- The school develops further links with FE providers to provide post school options and effective preparation for adulthood

Timescale

- July 2021 ongoing
- Continuously evolving to meet individual need

10.MONITORING, IMPLEMENTATION AND EVALUATION

The Accessibility Plan will be overseen and reviewed by the Headteacher.

This policy will be reviewed on an annual basis by the Head Teacher and the Director of Education.

It will be due for review in March 2023.

The Director of Education will monitor implementation of the plan through the Head teacher's report and visits to the school.

The plan will be evaluated regularly, informed by discussions with our pupils, with staff, and with parents / carers.

There will be an analysis of data on progress and attainment of pupils with disabilities.

10.REFERENCES

This policy should be read in conjunction to the following policies and documents listed below:

- SEND policy
- Curriculum policy
- Schemes of Work & Medium-Term Plans
- Subject Development Plans

Policy Prepared/Reviewed By:	Signature	Date
Policy Approved By:	Signature	Date
Next Review Date:		
Interim Review Comments:		
Policy Prepared/Reviewed By:		
Policy Approved By:		
Next Review Date:		
Interim Review Comments:		
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Policy Approved By:		
Interim Review Comments:		

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