West Hill School

*Aiming High Since 1927*

# Accessibility Plan September 2026

| Item | Author/Owner | Date Written | Approved by | Date Approved |
|---|---|---|---|---|
| | Louise Harrison – Business Manager | November 2017 | | |
| | Louise Harrison – Business Manager | November 2020 | | |
| | Louise Harrison – Business Manager | June 2023 | Full Board of Trustees | 29/11/2023 |
| | Kerry Shackleton - Business Manager | Sept 2026 | | |



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## Key Changes

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| November 2017 | Updated Plan |
| November 2020 | Page 7 Access to Curriculum, use of and access to remote learning |
| June 2023 | No updates required. |
| Sept 2026 | VLE changed to One Drive |

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## Introduction

The SEND Code of Practice 2015 extended the Children and Families Act 2014. It detailed the three key duties that they have towards pupils with disabilities:

- To increase the extent to which disabled pupils can access the curriculum
- To improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits and services and facilities provided
- To improve the availability of accessible information for pupils

This Accessibility Plan has been drawn up in consultation with the management of school. The plan will be kept under review and will be revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, cultural and emotional needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## The school layout and facilities

The school is committed to making reasonable adjustments to allow disabled pupils access to the educational provision at the school. Access onto the school site is via drive ways from the main road. There are a mixture of buildings on the site, some dating back to the 1800's and more recently 2015. The main block, science, music, Hewitt building, sports hall and the dining room are all accessible from ground level. The RE, Technology room and Art rooms are all accessible via a lift. There is a restriction on access to some of the IT rooms and MFL. However suitable alternative arrangements can be implemented should the need arise. There is a building restriction on the accommodation known as the Main Block as this has Grade II listed building status. The accommodation that houses MFL and one of the IT rooms also has a space restriction and a lift could not be installed without the need for major renovation works.

## Related Policies

This plan should be read in conjunction with the following policies:

- SEN
- Child Protection
- Health & Safety
- Fire Evacuation
- Equality and Diversity Policy



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## Physical Environment Assessment

Any pupil that requires temporary access adjustments (i.e. broken leg) a risk assessment is drawn up. This is produced by the attendance officer in consultation with the pupil and parent/carer. All areas of access are covered (physical and curriculum). Measures are put in place and are reviewed at times pertinent to each case. A copy of these assessments are kept by the Business Manager and on SIMS attached to the pupil record under linked documents.

| Area | Current Accessibility | Continued Development |
|---|---|---|
| Driveways | All on level, some areas have slopes. Disabled parking available. | None at this time. Continue to monitor. |
| Main Block (Grade II Listed Building) | • Access in to the building is up steps, alternative access is to the side of the building, through the quad. Doors are not automatic but all visitors are escorted and buddy system in operation for pupils if required.<br>• All classrooms on ground floor are accessible.<br>• Classrooms on upper floor are only accessible by stairs.<br>• There is no disabled toilet in this block for wheelchair users. | • Improvement would be to install an access ramp to the main entrance, however additional and lengthy planning, consultation and potential installation restrictions would be required and funds are unavailable in school for this to be met. The alternative provision in place works well.<br>• Installation of a lift would be preferable, but again would need to be planned and authorised for listed building consent. Classrooms for maths are available on the ground floor. ICT classrooms are located upstairs but the use of a laptop means ICT can be taught in any classroom. |
| Science Block | • Access to this building is from ground level.<br>• Disabled toilet in situ<br>• Labs are all located on ground floor, with the exception of one lab and one IT classroom on the upper | • None at this time. Any pupil with access requirements is allocated a ground floor lab/classroom. |

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| | floor which is only accessible by a staircase. | |
| Hewitt Building | • Access to this building is ground level<br>• A lift is situ giving access to all floors<br>• A disabled toilet is in situ<br>• All classroom doors are wide enough to accommodate a wheelchair<br>• Refuge bays are located at each stairwell in the event of fire evacuation | • No improvements are required at this time. Building is fully DDA compliant. |
| RE/Technology & Art Block | • Access to this building is by an external lift.<br>• Access to the RE classrooms on the upper floor of the Technology block is by a lift.<br>• All classroom doors are wide enough to accommodate a wheelchair | • None at this time. Continue to monitor. |
| Dining Room | • Access is via a ramp<br>• Doors are wide enough to accommodate a wheelchair<br>• Servery is accessible for wheelchair users | • None at this time. Continue to monitor. |
| Music | • Access is either from outside at ground level or via the dining room<br>• Doors are wide enough to accommodate a wheelchair | • None at this time. Continue to monitor. |

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| MFL | • Access to these classrooms is exclusively by a staircase | • A classroom change would be required for pupils with wheelchair access requirements |
| Sports Hall | • Access at ground level<br>• Automatic doors in situ<br>• Disabled toilet in situ<br>• Lift in situ for access to upper floor fitness suite | • None at this time. Continue to monitor, |

## Access to the Curriculum

| Area | Current Accessibility | Continued Development |
|---|---|---|
| Admissions | • Pupil admissions are managed by TMBC<br>• The details of any pupils requiring access arrangements are passed to the SENCO | • None at this time. |
| Staff Awareness | • Regular reviews of pupil with access needs is undertaken by the SENCO and team<br>• Passing of timely information about pupils with particular needs is passed to the classroom teacher and other relevant parties (i.e. site staff)<br>• Additional training is available for any teacher who requires it to facilitate access | • None at this time. |
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| In Class Support | • Deployment of LSA's to support pupils with specific learning disabilities | • This is regularly reviewed by the SENCO to ensure provision is appropriate to needs |
| Exam Access Arrangements | • Exam Officer works with the SENCO to ensure pupils with access needs are identified and appropriate arrangements are implemented within school and at exam board level | • Access arrangements are reviewed each year in advance of the exam season. The Exams Officer and SENCO attend training to ensure compliance is met and implemented. |
| Access to ICT | All pupils have access to ICT either by desktop or laptop computer. Any individual needs identified are addressed and met. | Continuous monitoring of particular need is done with SEN department. |
| Access to Remote learning | Use One Drive for remote learning | • Use of One Drive to support remote learning, particularly in the event of isolation/lockdown<br>• School have laptops for home use |

## Access to Information

| Who | Current Access | Continued Development |
|---|---|---|
| Pupils | • Seating plan in place to ensure pupils with additional needs can be identified and appropriately supported<br>• Larger print text materials are published<br>• Use of coloured paper for some photocopying<br>• Use of ICT to support those with specific needs<br>• Use of One Drive for remote learning | • Regular reviews of need by SENCO and supported by LSU and classroom teacher |
| Visitors | | |

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| | • Information about the school can be accessed by the school website.<br>• Language converter and font size adjustor are available on website | • Continue to monitor the website and develop where appropriate. |