



**West Lodge School**

A co-educational prep school for 3-11 year olds

## **West Lodge School Accessibility Plan 2024 - 2026**

### **Ethos and Aims of West Lodge School**

West Lodge School offers the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in all aspects of school life. We are committed to providing an inclusive and accessible environment for all pupils, staff, parents and visitors. We recognise the diverse needs of our community and strive to ensure equal opportunities for everyone. This Accessibility Policy outlines our commitment to addressing any barriers to accessibility, whether they be physical, cognitive, sensory, or language based, within our school premises, education and activities.

### **Admissions accessibility**

We have an Admissions Policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities (SEND). We strive to be a fully inclusive and welcoming school.

### **Physical accessibility**

We are committed to ensuring that our school premises are physically accessible to all individuals, including those with mobility impairments.

We will regularly assess our facilities to identify and remove physical barriers that may impede access, and make necessary modifications or adjustments.

We have ramps at the side entrance to the school; a widened the gate to make disabled access easier and a lift to give access to the first floor classrooms. Additionally, we have disabled access to the street, without the need to cross the School's forecourt, where vehicles are parked.

We are committed to ensuring our school environment is accessible to those with sensory impairments. We consider the physical resources, including fixtures and fittings within our classrooms and learning spaces to ensure that they optimise pupils' ability to see and hear. We use alternative forms of communication to support those with hearing and visual disabilities.

Staff are trained to support pupils with sensory impairments.

### **Learning accessibility**

We recognise the diverse learning styles and cognitive abilities of our students and strive to provide an inclusive learning environment.

Our teaching practices are designed to accommodate different learning needs, including the use of varied teaching methods, visual aids, and multisensory approaches.

We identify barriers to learning for our pupils, taking advice from professionals and making necessary adjustments to the curriculum, our teaching styles, our resources and interventions.

We are aware within our diverse community that individuals may be using English as an additional language. We ensure that we make adjustments in our teaching methods, resources and communication to support those with EAL.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation are minimised. We support our teaching and non-teaching staff with a programme of training designed to enable them to maximise potential opportunities for all pupils.

We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability/diversity are portrayed in teaching materials.

### **Context**

West Lodge School is a one-form entry independent school educating children between the ages of 3 and 11 years. As at April 2024, we have 3 pupils with an EHCP and there are no Looked After Children (LAC) on role. There are 9 pupils with English as Additional Language (EAL). There are 16 pupils receiving SEND support in school who have Individual Education Plans (IEP's) setting out their needs and necessary provision. These plans are monitored three times a year to track progress towards their individual targets and set new targets. Pupils and parents are included in the process of planning IEPs. We have 2 pupil with hearing impairment.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of West Lodge School. Staff with medical disabilities are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We have 2 governors on our governing body with medical disabilities in the area of mobility issues. We make adjustments for them, such as making the lift available or holding meetings in the most accessible areas of the School and providing accessible parking, to ensure that these individuals can travel to and from meetings and have access to all the necessary information and equipment to enable them fully and actively to undertake their role.

At West Lodge School, we have a Welfare and Disability Committee, which consists of 4 Governors, the Head Teacher and the School Bursar and may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference with regard to SEND are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the school's disability inclusion, SEND and learning support policy
4. to prepare the school's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

We have conducted an audit of our provision for pupils with special educational needs and/or disabilities. The results of the audit have informed our school accessibility plan, which is a written action plan with targets. We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's Welfare and Disability Committee.

## ACTION PLAN

The following has been carefully considered by the school's Welfare and Disability Committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions

- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of West Lodge School's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

<b>ISI Regulatory Standard</b>	<b>Description</b>
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 2(c)	Improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.



<b>Target</b>	<b>Standard To Be Met</b>	<b>Action Required</b>	<b>Lead</b>	<b>Resources Required</b>	<b>Evidence of Impact on Stakeholder</b>	<b>Target Completion Date (short/medium or long-term)</b>
To enable wheelchair users and visitors with ambulant problems to use doors independently	10 3. 2(b)	Interior fire doors are now held open by means of radio-controlled fire door holders.  Continue to consider improvement in means of internal access.	Bursar, Head, Governor with responsibility for Property		Disabled persons will be able to gain access freely around the School.	Ongoing
Improve physical access to facilities on the 2nd Floor of the School	Schedule 10 3. 2(a)	A building project is under consideration, which will extend the size of the Y5 and Y6 classrooms and incorporate a simple lift up into an enlarged and enhanced Art and Science Room on the 2nd Floor.	Bursar, Head, Governor with responsibility for Property and Architect.	Initial costings to be estimated but an overall project cost of £450,000 is likely.	Accessibility to 2nd Floor classrooms achieved for most disabilities.	Long Term – Summer 2030.
To make premises easier for visually impaired	Schedule 10 3. 2(b)	Yellow stripes on steps identified as possible hazards to be reviewed and renewed as necessary. Improvements in signage to be kept under review.	Bursar, Caretaker		Change of levels is clear to all	Ongoing

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Every type of intervention is made for pupils with visual needs such as dyslexia or visual impairment under the direction of the School's SENDCo to help children access the curriculum.	Schedule 10.3 2(c)	Texts are made bigger where necessary and readers provided for all assessments. Tinted glasses can be obtained or tinted overlays through the psychology assessment service. One to one teaching and support in class when required.	SENDCo		Children are able to access their curriculum tools.  No child is disadvantaged by visual impairment	Ongoing
For pupils with significant hearing impairment, to make access to the curriculum as easy as possible.	Schedule 10.3 2(c)	Consider the installation of a hearing loop system (where necessary), initially on a classroom-by-classroom basis.	SENDCo, Bursar, Head and Governor with responsibility for Property.		No child is disadvantaged by hearing impairment	As required

Reviewed by: Bursar

Review date: February 2026