



ACCESSIBILITY PLAN POLICY

Reviewed policy agreed by GB on :	Autumn 2024
Reviewed policy shared with staff on:	Autumn 2024
Policy to be reviewed again on:	Autumn 2025
Committee responsible for review:	Policy Committee

Introduction

Willow Dene School is a school with pupils with a wide range of learning difficulties and attendant sensory, mobility, medical and communication difficulties. Because it exists for pupils with these special needs, issues relevant to mainstream schools, about whether a pupil can be admitted, rarely arise. The rebuild project on the Swingate Lane site was completed fully in October 2015 and the school is now purpose built. This includes Toucan specialist provision for two years olds. There has been a further 2 class temporary expansion which opened in Spring 2021 at Swingate Lane. The school has been involved in ensuring that the design of this building is suitable for the group of children who will be using it and will work in relation to the permanent building. The refurbishment of Willow Dene Oakmere Road for occupation by KS3 & KS4 pupils was completed in September 2016.

During 2022/23 the school embarked on a consultation for the expansion of Oakmere Road to include a Sixth Form provision. Willow Dene provided information for the equalities study and accessibility was considered as a result of this. This consultation was successful alongside a case for significant change to the DfE and work to complete a 2 classroom with additional multifunctional spaces standalone building was completed in March 2024. This currently accommodates 16 Sixth Form young people and is full to capacity. 6 young people started Sixth Form in September 2024 and are currently accommodated in a central teaching space at Oakmere Road to ensure continuity in their education and no disadvantage to Year 12 young people.

This accessibility plan for the Willow Dene school site at Swingate Lane and Oakmere Road is:

To continue to work and plan with the Local Education Authority and The Compass Partnership of Schools to ensure that all Willow Dene buildings allow full access to all aspects of the life of the school and provide a barrier free environment for children, parents and staff.

While occupying Willow Dene buildings, Willow Dene School will work with the Local Education Authority and The Compass Partnership of Schools to effect such adjustments and improvements as are necessary to give the best possible access to pupils and parents. The following plan addresses areas we know will need care and on-going work.

The school exists for the benefit of pupils with a wide range of special educational needs; it is fully inclusive, welcoming all children assessed as needing its facilities.

The school's on-going staff recruitment and training programme ensures that staff have, or quickly develop, the necessary skills to overcome learning barriers. New staff are well supported.

Nursing support and staff training are in place to ensure that pupils with medical needs can attend school and have access to the curriculum.

Willow Dene School uses appropriate methods and approaches for pupils' varied needs.

1. This Accessibility Plan has been drawn up in consultation with Royal Borough of Greenwich Council, Staff and School Governors and covers the period from 2024-2025.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Willow Dene School plans to increase the accessibility of provision for all pupils, staff and visitors to the school and will contain the following actions:
 - To improve access across the whole school in all 6 key stages developing the learning environment as necessary such as the ongoing development of the Sixth Form provision at Oakmere Road.
 - To enhance access to the curriculum for all our pupils which includes teaching, learning and access to a curriculum which provides a clear progression framework and takes into account all age ranges at Willow Dene and high quality remote learning when this is necessary.
 - Willow Dene School is participating with the Local Education Authority in planning the further growth of the pupil population at Oakmere Road, ensuring that the building will allow all pupils to have full access to both a core education offer and the wider community with safety and dignity.
 - To reflect areas outlined in the school development plan and core priorities.
4. Listed below are actions plans relating to the key aspects of accessibility at Willow Dene. These plans will be reviewed and amended on an annual basis. New action plans will be drawn up as Oakmere Road continues to expand and improvements at Willow Dene, Swingate Lane are completed.
5. The Accessibility Plan should be read in conjunction with the following policies:
 - School Brochure
 - School Development Plan
 - Teaching and Learning Policy
 - CPD Policy
 - Health & Safety Policy
 - Equalities Plan
 - Behaviour Management Policy
 - Anti Bullying Policy

6. Information about our Accessibility Plan will be published annually to parents via our website.
7. The Plan will be monitored through the Policy Committee on an annual basis.
8. This plan will be available to Ofsted during any inspection.

The Physical Environment

TARGET	STRATEGY	PEOPLE/RESOURCES	TIMESCALE	OUTCOME
Pupils arrive at school safely, comfortably and on time	Continued monitoring of buses and discussion with transport managers	SLT and Transport	On-going	Journey time is reasonable for all pupils, no curriculum time is lost. Children and parents are happy with the journeys to and from school.
All pupils are taught with a peer group which enables access to a specialist learning environment in the classroom, curriculum differentiated to an appropriate level and access to a specialist skilled group of staff	Continually reassess as needs and pupils change	SLT	On-going	Pupils can be placed in the most appropriate group for their needs without constraints of access or chronological age
Pupils, parents and staff are safe	<p>Monitor the condition of the school buildings and site and to carry out repairs quickly and to a high standard</p> <p>Monitoring of CCTV. Premises team to meet deliveries. All staff are issued with ID badges and access control cards and visitors are issued with ID</p>	<p>SLT</p> <p>Premises managers</p> <p>All staff</p>	On-going	Pupils, parents and staff are in a safe and tidy environment

	<p>badges. Site security as a focus with staff team. Electronic signing in for staff.</p> <p>There are regular health and safety governor visits and external audits</p>			
<p>The school will continue to provide a safe environment for children and staff which takes into account the vulnerability of pupils and other seasonal illnesses</p>	<p>Practical strategies i.e welfare checks, provision of PPE</p> <p>Organisational strategies ie welfare checks on transport.</p> <p>Communication systems virtual staff briefing, parents briefings, newsletters, reporting to Governors and Trustees</p>	<p>SLT All staff Oxleas Team Bexley and GS Plus transport</p>	<p>On-going</p>	<p>Pupils, parents and staff remain as safe as possible from seasonal illnesses</p>

The Curriculum

TARGET	STRATEGY	PEOPLE/RESOURCES	TIMESCALE	OUTCOME
All pupils have access to the Willow Dene curriculum	On-going programme of CPLD as part of pedagogy core priority School development plan Pedagogy development documentation	SLT Visiting trainers Long and short courses Curriculum Leads Careers Strategy	On-going	Teaching is of a consistently high standard. Pupils make good or better progress as measured by school's assessment systems
To develop robust practice and procedures supporting teachers and leaders to implement the exciting and innovative KS5 curriculum with a particular focus on Yr13	Core priority 24-25: KS5 curriculum development KS5 working party to lead the implementation of the curriculum model with appropriate support from finance, estates, specialist teams Ongoing support from Mary Rose School Successful induction of new teacher	KS5 working party SLT KS5 teachers and staff Careers strategy Local Authority SEND Assessment and Review Service Mary Rose team Curriculum leaders	2024-2025	KS5 curriculum model is successfully implemented enabling all young people to make good or better progress and to confidentially encounter new context for learning. Their profile will be raised as young adults within the school and the wider community. The learning environment used are dynamically risk assessed, are accessible and engaging.
Meeting medical needs does not impact on children's learning	Training of staff in the appropriate medical competencies (virtually as necessary)	Clinical nurse trainer School nursing team School staff	On-going and adapting to meet needs	Pupils with medical needs make good progress and are safe and comfortable in school. Staff are competent

	Supporting Children with Medical Needs Policy and associated medical policies, document systems and procedures accurately.			and confident in using the relevant competencies Medical training database, training plan and medical training criteria are implemented efficiently
Learning environments take account of individual learning styles and provide a range of contexts for learning. Classrooms are optimally organised to promote the participation and independence of all pupils	Staff trained to use specialist equipment and communication systems Environment protocol implemented School development plan Team development plans	SLT Therapists School staff	On-going and adapting to new entrants and changing needs	Staff are proficient and confident in methods, approaches and use of equipment and resources Pupils make good or better progress Environment protocols consistently implemented
All pupils have access to appropriate facilities for play, citizenship, careers and accredited learning	Resources audited and supplemented as necessary Willow Dene curriculum includes play and leisure/work and leisure as an enrichment area The Careers Strategy is regularly reviewed and updated. AQA unit awards are personalised for learners	SLT School staff Careers Lead	Ongoing	All pupils have stimulating and enjoyable play experiences and citizenship opportunities. Careers and accredited learning opportunities are personalised and appropriate.
SLT have a current and well informed shared	Learning walks Observations of teaching	SLT	Ongoing	SLT is well informed and & have a collective

understanding of all aspects of access in relation to the curriculum and pedagogy.	Performance management Planning monitoring Line management structure Sharing of information at SLT meetings Willow Dene Heat Map	Therapy steering groups & representatives at SLT		understanding of areas of strength and areas for development. All staff benefit from this.
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Improving the Delivery of information to parents

TARGET	STRATEGY	PEOPLE/RESOURCES	TIMESCALE	OUTCOME
To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders	Continue to enhance the school website Further develop the potential of parent communication through the EFL app To monitor School brochure for necessary changes Regular newsletters and parent briefing Improve accessibility of literature for all parents	SLT School staff Relevant professionals Health and Family Support Advisors	On-going	Delivery of school information and quality of information have improved Feedback is positive Parents and stakeholders are well informed and supported.

	<p>Monitor quality of communication in home school contact books.</p> <p>To consolidate progress made within Core priority 23-24: to revise and improve the annual review system</p> <p>Continue to gather parent feedback through annual parent questionnaires.</p> <p>Encourage Willow Dene participation in Compass Partnership parent forum.</p> <p>Continued development of parent groups and regular parent learning opportunities.</p> <p>Use of social media to communicate with parents and other stakeholders including the addition of Instagram</p>			
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	Health and Family Support Advisor roles enable parents to feel supported in a range of context			
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