

Accessibility Policy



Policy author / reviewer	C Bedford
Responsible LGB committee	Finance and Resources
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Introduction

Woodrush High School is committed to providing high quality learning opportunities so that each young person attains and achieves all that they are able to. Woodrush is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This Accessibility Policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. This policy is developed in compliance with current legislation and requirements relating to Disability in agreement with the Equality Act 2010. School Governors are accountable for ensuring the implementation and review of the Accessibility Plan over a prescribed period.

Definitions

In line with the Equality Act 2010, “indirect discrimination” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “protected characteristics” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “disability” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported



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- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Supporting Students with Medical Needs.

Accessibility

The Accessibility Policy is structured to complement and support the school's equality objectives, and will be published on the school website.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will be utilised to continue raising awareness of staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Policy and Plan should be read in conjunction with the following school policies, strategies and documents:

- Admissions Policy
- Behaviour Management Policy
- Curriculum Policies
- Fire Policy
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Information Report
- Supporting Students with Medical Needs Policy
- Teaching and Learning Policy

Appendix A: Disability Access - Site Plan, provides detail of the Academy Site and highlights the relevant matters relating to disabled access. The plan should be read in conjunction with any Facility Condition Surveys.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **SLT**
- **Site Manager**
- **SEN Coordinator**



Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The head of department for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and/or human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.



Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.



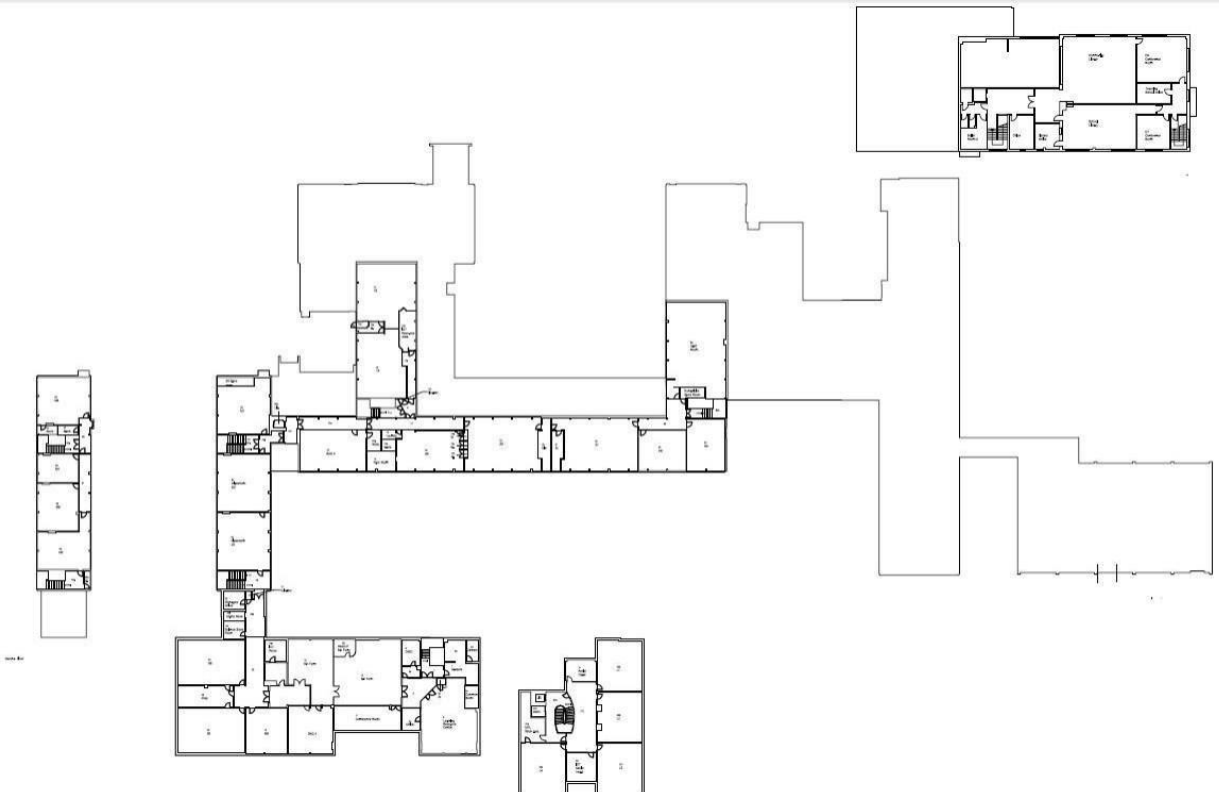
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Appendix A: Disability Access - Site Plan



First Floor





Site Audit

Access audits are undertaken in accordance with the guidance for Access to the built environment

Feature	Description
Number of storeys	3 Storeys
Corridor access	Yes
Lifts	3
Parking bays	Yes x 3 disabled
Entrances	Yes all entrances are accessible. Moveable ramp provided for rear entrance from the Cage
Ramps	Yes x 1 concrete and x 1 moveable
Toilets	Yes x 3 disabled toilets
Reception area	Yes - accessible
Internal signage	Yes throughout
Lighting	Adequate throughout with Emergency Lighting
Induction loops	None
Emergency escape routes	Yes, all are compliant and accessible with Evac Chairs at every stairwell



Appendix B - ACCESSIBILITY AUDIT

Section 1 – Site

Question	Yes	No
Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X	
Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X
Could any signage be considered confusing or inadequate?		X
Are areas to which pupils should have access, well lit?	X	
Do areas of storage prevent disabled pupils from accessing aids and equipment?		X
Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	



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Section 2 - Curriculum

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Do you make the best use of teaching assistants?		
Are your classrooms optimally organised for disabled pupils?		
Are lessons responsive to pupil's diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do 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?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Do staff, governors and pupils receive training and education in disability equality issues?		
Is everyone made to feel welcome?		
Are there high expectations of all pupils?		
Are pupils equally valued?		
Do staff seek to remove all barriers to learning and participation?		



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Section 3 – Written Information

Question	Yes	No
Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities to produce written information in a variety of font sizes?		
Do you make use of RNIB guidelines on producing written information in accessible formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		
Are the 'responsible body' aware of their duties and responsibilities under DDA?		
Do school general plans take account of the duty to make reasonable adjustments?		
Does the school have an adequate internal complaints procedure?		



Appendix C: Audit Action Plan

The table below sets out how Woodrush High School will respond to the Audit.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability					
Improve and maintain access to the physical environment					
Improve the delivery of written information to pupils					