

Waseley Hills High School

Accessibility Plan and Policy

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Date of Issue:	September 2017
Review Date:	September 2019
Reference:	WHHS0011

For Approval by FGB December 2017



Waseley Hills
High School

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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 School's Context

We are an Academy school for boys and girls age range 11-18 years. The school comprises of several buildings covering a large site , mostly of one or two storey construction.

The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through shared values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Our Governing Body
- Headteacher
- SENCO

1. Designated Safeguarding Lead planning Templates 1-3 Starting points

1A: The purpose and direction of the school's plan: vision and values

We are committed to providing a fully accessible environment which values and includes all students, 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.

- The School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to;
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of the Disability Discrimination Act 1995). This cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

1B: Information from pupil data and school audit

- Available separately from Assistant Head JN – Annual Stakeholder audit.

1C: Views of those consulted during the development of the plan

- Our governing body
- Headteacher
- SENCO
- Designated Safeguarding Lead
- Parents
- Staff
- Students

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Use of therapy dog to allow students to access our curriculum by having an additional 'friend' to work with
- Reduction in duties for staff or separate duty areas
- Establishment of safe areas and staff quiet room
- Use of specialist transport when required

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Sensory wet garden at the rear of the mobiles
- Encourage access to the country park and open spaces
- Development of safe social areas
- Re-timetable for students who temporarily need respite

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Increased access to doddle and work on computers
- Scribes, readers and laptops for students in exams
- All staff trained in use of overlay packs
- Larger font sheets
- Picture sheets
- Use of coloured paper books

3: Making it happen

3A: Management, coordination and implementation

- The planning process – This takes place on a yearly basis
- Coordination – Our plan is a cohesive part of the running of our school and forms part of our day to day plan in moving forward
- Other policies and plans – This plan links in with our SEND plan, our health and safety policy, our inclusion policy and our admission policy.
- Implementation – This is overseen by the SENCO and DSL lead

3B: Getting hold of the school's plan

- This plan is available on our website and as a hard copy if required. We can also have this plan translated in to different languages and sent out as a voice recording.