

Woodrush High School

An Academy for Students Aged 11-18

Accessibility Policy and Plan 2017 (Website Version)



Policy author / reviewer	F Parker
Responsible LGB committee	Finance and Resources
Date ratified	November 2017
Status	Statutory
Date of next review	November 2018



Woodrush High School is committed to provide high quality learning opportunities so that each young person attains and achieves all that they are able to.

This Accessibility 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.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against a person because of age, sex, race, disability, religion or belief, sexual orientation, marriage and civil partnership or pregnancy / maternity.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

“...they have a physical or mental impairment that has a ‘substantial’ and ‘long term’ adverse effect on their ability to do normal daily activities.”

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:

- Facility Condition Surveys
- Behaviour Management Policy
- Curriculum Policies
- Fire Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit (Appendix B) of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit (Appendix B) will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.



The Accessibility Plan will be published on the school website and hard copies can be provided.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Accessibility Plan includes:-

Physical Environment

Improving and maintaining 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 within a reasonable timeframe.

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.

The School will:

- ensure an access audit has been completed and incorporate the outcomes into school planning.
- aim to include minor building works or developments to improve accessibility identified by the school, or through the access audit, into the school development plan.
- continue to provide specialist aids/equipment to individual pupils within the terms of the agreement described above.
- ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement.
- continue to maintain up-to-date information about the number of young people with disabilities on roll, or anticipated to be attending in the future.
- consider, on a planned basis, how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation.

Participation in the curriculum

Increasing access to the **curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

The School will:

- continue to provide a broad and balance curriculum for all pupils.
- continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
- identify all pupils and known prospective pupils who face barriers to learning and full participation.
- consider pupils and prospective pupils, assess needs and consider any reasonable adjustment which may be necessary to enable them to participate.
- develop curriculum audits which review patterns of achievement and participation by disabled pupils in different areas of the curriculum.
- audit the approaches used when planning and delivering the curriculum.
- audit staff training needs in relation to increasing participation in the curriculum.
- consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum.



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- audit pupil, and prospective pupils, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips.
- seek to develop and share good practice in this area and access the opportunities provided by external bodies and other schools to facilitate this process.

Delivery of information to disabled students, parents or customers

The delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The School will:

- raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- collect and share examples of good practice amongst staff.
- review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- seek specialist advice and support in those cases which are beyond the school's immediate expertise.

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:

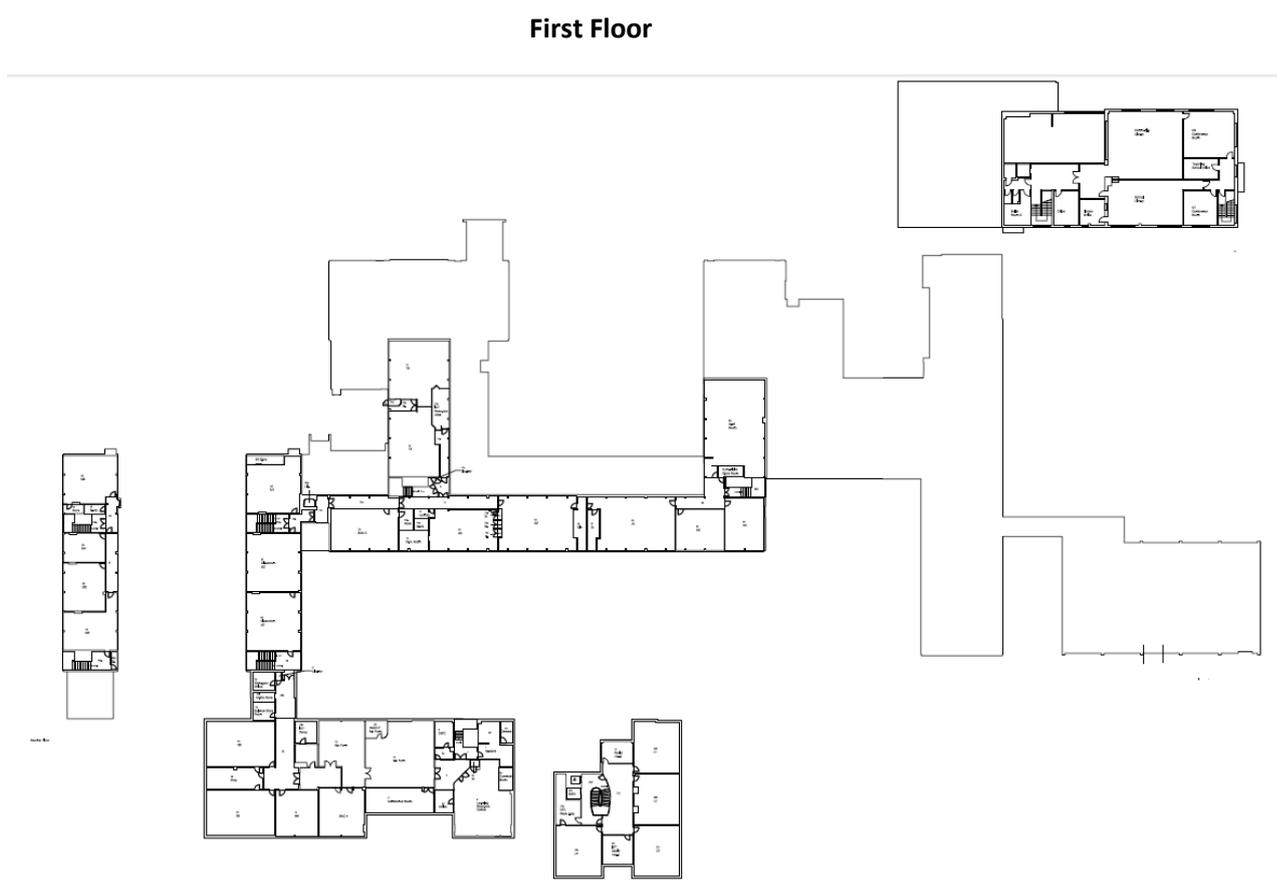
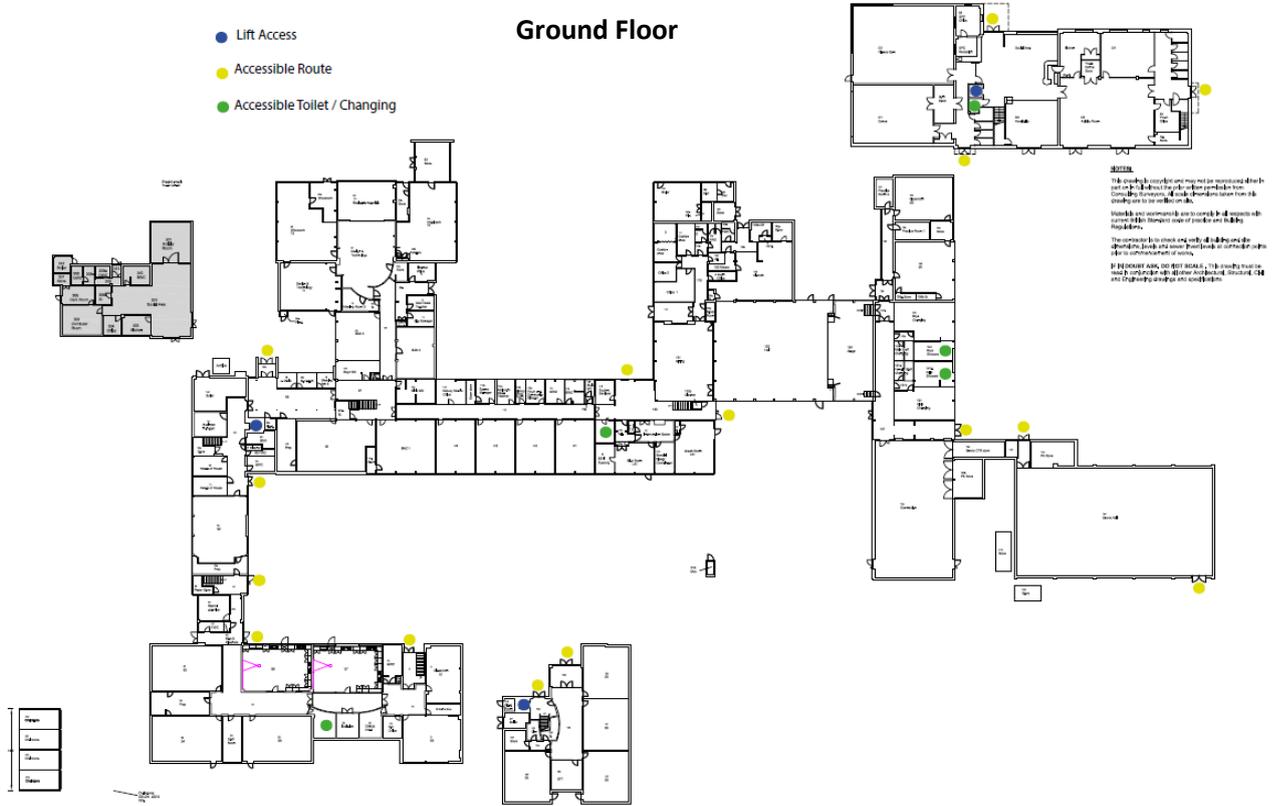
- **The Governing Body**
- **SLT**
- **Site Manager**
- **SEN Coordinator**



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Appendix A: Disability Access - Site Plan





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Site Audit

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

Feature	Description
Number of storeys	
Corridor access	
Lifts	
Parking bays	
Entrances	
Ramps	
Toilets	
Reception area	
Internal signage	
Lighting	
Induction loops	
Emergency escape routes	



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?		
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?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?		
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?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Could any signage be considered confusing or inadequate?		
Are areas to which pupils should have access, well lit?		
Do areas of storage prevent disabled pupils from accessing aids and equipment?		
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.		
Is furniture and equipment selected, adjusted and located appropriately?		



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 addition 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?		



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					