



WETHERBY HIGH SCHOOL

Accessibility Plan

This policy applies to staff, governors, students, parents

Reviewing Committee: Resources

Responsible SLT member	-	G King
Delegated policy updater	-	G King
Responsible governor sub-committee	-	Resources Committee
Specific governor advisor (if required)	-	J Eaton

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Next review date: January 2024

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled students and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

- The school recognises its duty under the DDA (as amended by SENDA):
- Not to discriminate against disabled students in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan

Wetherby High School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. **Increasing the extent to which disabled students can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
3. **Improving the delivery of written information to disabled students.** This will include planning to make the written information that is normally provided by the school to its students, available to disabled students.

Consultation with students, parents and disabled people

(This section will help link the School Access Plan with the Disability Equality Scheme. It could include details of evidence about consultation, e.g. School Council, Annual Reviews, interviews with parents, questionnaires, liaison with the community, voluntary groups, details of how feedback leads to future actions).

Audit of existing provision

(The inclusion of this section follows the recommendation in the DfES/Disability Rights Commission guidance 2006 'Implementing the DDA in Schools and Early Years'. The following are examples which may or may not be relevant to your school.)

1. Curriculum

- Inclusive venues for residential visits have been identified.
- All students are encouraged to take part in a range of physical activities. Where appropriate, these are adapted and differentiated to support inclusivity of students.
- All school visits and clubs are available to all students.
- Key staff are trained in the administration of medicines.

Children with learning difficulties are offered an appropriately differentiated curriculum. When a student does not make progress and shows signs of difficulty in some of the following areas - acquiring literacy and numeracy; presenting persistent social, emotional and mental health difficulties; sensory or physical problems; communication or interaction difficulties - the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place detailing appropriate interventions. These plans are regularly reviewed to ensure the student is supported through reasonable adjustments to make progress. Students presenting with a need have access to a range of interventions and reasonable adjustments, where deemed appropriate for that student. Furthermore, where appropriate, students are invited to take part in independence drop down days to develop specific skills to prepare them for adulthood. Students with sensory and physical needs are provided with specialist equipment.

Where students require reasonable adjustments to be made for their exams, they are provided in line with JCQ's Exam Access Arrangements policy.

When necessary, referrals are made to other agencies to ensure students receive the assessments and plans to support their learning. School work with agencies to put into place reasonable adjustments which will support the student in their learning and access of school life and community.

2. Physical Environment

- The following areas of the school are now wheelchair accessible: All rooms on the ground floor.
- The school is old and was intended for a smaller number of children. Some corridors are very congested.
- There is an accessible toilet and hygiene facilities in the tower block and in Design and Technology.
- Accessible parking spaces have been allocated/marked and kept available for use when needed.
- Colour contrasting décor is part of the on-going maintenance programme.
- Some additional marking of steps and kerb edges is needed.
- The emergency evacuation system does not have both visual and auditory components.
- All rooms have been re-numbered and have appropriate door signage.
- Access for wheelchairs to the upper floors of the school remains financial prohibitive.
- Radio aids are provided for students when needed/recommended by DAHIT.

3. Written Information

- The school converts documents to alternative formats, drawing on advice from the Support Services and when it is recommended by a service for students and parents/carers.

- Staff provide alternative formats of information e.g. pastel backgrounds, coloured paper or dyslexic friendly fonts for our students who require these for accessing written information.
- The school will keep up to date with available technology and practices to support individual students with learning difficulties or disabilities, drawing on advice from the Support Services.
- School should ensure that top-up funding and notional budget is used to provide assistive technology.
- The school uses Language Line if needed for translation. Further advice is sought from the Ethnic Minority Service when needed.
- For parents with a hearing impairment school provide BSL trained interpreters to attend meetings and school events (when attendance of parent/carer is confirmed) to ensure parents/carers can be involved in the student's progress and school life.
- Where appropriate, school convert letters and information into an appropriate format and readability level for parents and carers who are known to have a learning difficulty.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy and the operation of the school's SEN/Inclusion Policy.

The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, students and people with disabilities.
3. The plan will be kept under review and revised as necessary. The Governors will achieve this through the Resources committee.
4. The plan will be available on the school website or on request from the school.
5. The plan will be subject to monitoring by Ofsted during inspections.