

# Walderslade Girls' School Accessibility Policy

Key Document Details:			
<b>Author:</b>	Headteacher	<b>Department:</b>	Education
<b>Reviewer:</b>	Executive Team	<b>Version No:</b>	1.1
<b>Last Review:</b>	September 2023	<b>Next Review:</b>	September 2024
<b>Approver:</b>	Executive Team	<b>Date Ratified:</b>	September 2023

# Contents

Mission Statement .....	3
Values.....	3
Statement of Equality.....	3
Introduction .....	3
Notes .....	4
Vision and values.....	4
Aims.....	4
Involving disabled people.....	5
The plans .....	5
Introduction .....	6
Definition of Disability.....	6
Aims and Objectives.....	6
Key Principles .....	7
School Development Planning Priorities relevant to the DDA .....	8
Information from student data and school audit.....	9
Responsibility of the Governors .....	10
Responsibility of the Headteacher .....	10
Responsibility of the Staff .....	11
Responsibilities.....	11
Increasing the extent to which disabled pupils can participate in the school curriculum .....	11

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Academies and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our Academy’s accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the Academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly

review them.

## Notes

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Vision and values

We believe that all children and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

## Aims

- That all staff are aware of Equalities legislation
- To monitor the students and their participation in the life of the Academy, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after Academy clubs and Academy visits, parts of the Academy to which disabled pupils have no or limited access.
- To monitor the impact on disabled pupils of the way the Academy is organised, for example, Academy policies and practices around the administration of medicines, time-tabling, anti-bullying policy, Academy trips and teaching and learning.
- To continually assess the physical environment of the Academy and accessibility for disabled students and employees
- To continually review the curriculum to take account of disabled students

- To assess the ways in which information is currently provided for disabled pupils
- To scrutinise the outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities

## Involving disabled people

We aim to seek

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations

## The plans

We aim to address the three areas of improving access to

- The physical environment
- Access to the curriculum
- Access to information usually provided in written form

## Introduction

This policy has been drawn up to implement the Walderslade Girls' School Planning Duty for Disabled Access. This planning duty arises from changes made to the Disability Discrimination Act 1995 (DDA), by the SEN and Disability Act 2001 (SENDA) which extended the 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 policy has been developed in accordance with the definition of disability and terms set out in the Equality Act 2010.

## Definition of Disability

The Disability Discrimination Act 1995 defines disability as the following:

'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.'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a student's everyday life. This includes students with ASD (Autistic Spectrum Disorders), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHS (Child and Adolescent Mental Health Service).

## Aims and Objectives

The aim of this plan is to set out how Walderslade Girls School is committed to providing a rich and inclusive environment to enable all students to participate fully in the school community by identifying and eliminating barriers that could prevent this. We aim to:

1. Increase the extent to which disabled pupils can participate in the school curriculum.

2. Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## Key Principles

- The school recognises the inherent quality of all, irrespective of emotional needs or physical needs or mental disabilities.
- The school seeks to promote equality of opportunity so that all children irrespective of ethnic origin, gender disability or special educational needs have equal access to opportunities that develop their skills and abilities.
- The school believes that every child has unique characteristics, abilities and learning needs and a fundamental right to an education, which takes into a wide diversity of need and culture.
- The school believes that the involvement of parents and children should be as active partners of equal value.
- The school believes that high expectations should be set for all pupils including those with SEND with particular emphasis on independence.
- The school should respond to diverse needs through an atmosphere of collaboration and partnership.
- The school will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- The school will aim to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage
- We aim to ensure governors and staff have regard to the DRC Code of Practice (2002) when performing their duties.
- The school values parents' knowledge of their child's disability and its effect on his / her ability to carry out normal activities.
- The school respects the parents' and child's right to confidentiality.
- We aim to provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles and to endorse

the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

This policy sets out the proposals of our school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the environment of the school so disabled pupils can take greater advantage of education and associated services.
3. Improving the delivery of the curriculum to disabled pupils.

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils

Walderslade Girls' School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy annually. A Disability Access Audit is undertaken as part of this process. Any future building developments or renovation projects will be compliant with the regulations and guidance for Disability Access.

## **School Development Planning Priorities relevant to the DDA**

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

- short, medium and long term planning to meet the needs of every child
- continued collaboration with external agencies
- raised whole school awareness
- support and commitment of all staff
- peer support
- high expectations
- shared good practice
- full access to curriculum and extra curricular activities
- progressive use of ICT
- intelligent timetabling



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

- installing ramps, lifts and improvements to doorways insuring suitable and • sufficient access and egress
- improving lighting, signage, colour contrast, acoustics and floor coverings
- improving toilet, washing and changing facilities
- adapting playground environment
- providing a wheelchair accessible minibus
- exploring sources of funding to enhance the general provision for disabled pupils through Statementing and charity funding
- consulting with experts on the best use of resources and funding

Improving the delivery of the curriculum to disabled pupils.

A wide variety of strategies and support material will be used, as identified in individual plans and profiles. These will include, as appropriate: Timetables, key word lists, support materials, visual timetables, writing frames, lesson notes, differentiated tasks or outcomes, enlarged print, laptops, audio books/dvds, mentoring, special exam arrangements for instrumental, internal and external exams, LSAs, specialist support tuition.

At all times, Walderslade Girls' School will take full account of:

- specific impairments
- pupil and parental views
- advice from teachers
- advice from other designated professionals

The school will maintain an Accessibility Plan to ensure that current and future planning requirements are addressed.

## **Information from student data and school audit**

The following data summarises current school population as described by the school's Special Needs Register, needs analysis and medical information held in SIMS.

The school currently makes provision for students as follows:

- Specific learning difficulties.
- Global learning difficulties and occasionally pupils with moderate learning difficulties.
- Subject specific difficulties.
- Behavioural/emotional or social issues affecting educational progress including students with poor school attendance.
- Attention, Deficit, Hyperactivity Disorder (ADHD)
- Visual impairment
- Hearing impairment
- Physical disability
- Development Co-ordination Disorder (DCD)
- Medical conditions which affect learning including Diabetes.
- Aspergers Syndrome and students on the Autistic Spectrum (ASD)
- Dyscalcula
- Speech and language difficulties

## **Key Responsibilities for all Staff and Governors**

### **Responsibility of the Governors**

- To ensure that the school fulfils its legal obligations with respect to the Disability Discrimination Act 1995 and the changes to that act relating to education by the SEN and Disability Act (SENDA) 2001.
- To ensure the publication of an annual accessibility plan.
- To ensure that policies and procedures undertaken in school are monitored and are effective.
- To ensure that staff receive appropriate training to enable the policies to be effectively implemented.
- To support the Headteacher in implementing the policy.

### **Responsibility of the Headteacher**

- To ensure that the school fulfils its legal obligations with respect to the Disability Discrimination Act 1995 (DDA) and the changes to that act relating to education by the SEN and Disability Act (SENDA) 2001.
- To ensure that compliance with requirements of the DDA is key to all school policies.
- To ensure that there is no discrimination against disabled students in their admissions and exclusions and in the provision of education and associated services.
- To treat disabled students equally.
- To ensure that staff receive appropriate training to enable the policies to be effectively implemented.
- To ensure that the school provides all students with a broad and balanced curriculum, tailored to meet individual needs.

- To ensure that Access to Education means making a full school life accessible to the disabled student including extra curricular activities and events.
- To ensure that in working with parents the school recognises and values parents knowledge of their child's disability and its effect on their ability to carry out normal activities.
- To publish an Accessibility Plan based on self-audit and review the Disability Action Plan annually.
- To report to governors regularly on the implementation of the policy and practice in school.
- To ensure that the ethos within school is supportive of the policy and procedures.

## Responsibility of the Staff

The role of teachers and support staff is crucial in implementing the policy and practice with reference to disabled students. The ethos they establish within, and beyond, the classroom will ensure that equality of opportunity and anti-discrimination works in practice.

## Responsibilities

- To ensure that they are familiar with and implement the policy and procedures.
- To ensure that training opportunities are taken up.
- To ensure that the beliefs and values underpinning equal opportunities and anti-discrimination are reflected in the classroom environment and the curriculum.
- To take all reasonable steps to avoid putting disabled students at a disadvantage.
- To ensure that pupils are treated as individuals entitled to the best education they can receive regardless of any disability they may have.
- To manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual.

**The school will undertake to meet its key objectives by developing three key areas:**

## Increasing the extent to which disabled pupils can participate in the school curriculum

- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.
- The identification of barriers to participation in all areas of school life is a priority and where necessary, adjustments will be made to the curriculum and teaching methods.
- Suitable learning challenges are set and progress of individual's achievements are assessed.
- Departments will identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems.
- See Appendix I.

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

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Within the context of our school buildings, which contains many steps and levels, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students, staff and visitors.
- The school will consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health, provision.

## **3 Improving the delivery to pupils of information that is provided in writing for pupils who are not disabled.**

- Audit existing methods of providing information and media utilised, develop these to improve accessibility.
- Students who have difficulty accessing standard size print will have this fact identified on, or prior to admission, and this information will be transmitted to the AEN Department, who will become responsible for distribution to the school staff. All relevant information will be collated of student needs and kept available for staff.
- The AEN Department will communicate individual requirements for enhanced scripts with relevant staff to enable them to produce material for a specific student.
- Staff will ensure that the specific needs of identified students have been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration will be given to the text presented to students, considering the need for simplified versions where this is appropriate
- The use of OHPs, projectors, TVs and other IT equipment will be considered in the context of student's disabilities. Recognition will be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment will be made of the impact of using a technology with a class where a disabled student is working.
- Parents and students will be included in the choice of the most suitable media for the disabled child