



WINCHCOMBE SCHOOL

Accessibility Policy

Effective Date: September 2018
Review Date: September 2020

Review Committee: Resources

This Policy was reviewed and adopted by the Trustees

Adopted		
Signature		Headteacher
Signature		Chair of Curriculum
Date		

Accessibility Policy

Background

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the 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:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided and offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

What follows is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of 'Disability'

A disabled person, as defined by the DDA, is someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. Long-term means the impairment has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes, epilepsy, disfigurements, progressive conditions, ADHD, and autism – any condition where the effect on the pupil's ability to carry out day-to-day activities is adverse, substantial and long-term.

Not all pupils who are defined as disabled will have SEN. For example those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly not all children with SEN will be defined as having a disability under the DDA. In particular, some children whose emotional and behavioural difficulties have their origin in social or domestic circumstances may fall outside the definition.

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

- Increasing the extent to which disabled pupils can participate in the school curriculum. The school is committed to making practical adjustments in classrooms to ensure that existing and prospective disabled pupils have the same advantages in terms of teaching, learning and assessment as all other pupils.
- 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 is committed to

making all reasonable adjustments to avoid placing pupils with disabilities at a disadvantage – during lessons, breaks, extra-curricular activities and on school trips.

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

1B: Information from pupil data and school audit

- Approximately 20% of the Winchcombe School population is classified as having special educational needs – at MyPlan, MyPlan+, an Educational Health and Care Plan (EHCP). The School will always start from the assumption that a child with special needs, particularly a child with an EHCP, is disabled and make all reasonable adjustments accordingly.

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

- In July 2016 advice was given for improvements to the site and the current Accessibility Plan 2017-19 was designed to address concerns and issues.

1D: Identification, assessment, provision and review

- Students with additional needs will be identified through primary liaison, external agencies, parents and school staff
- Any reasonable adjustments required within school will be made to support the student
- In the case of long-term absence work and materials will be provided by the school
- If the student has a condition which will last for more than one year their names will be added to the list of students identified under the Disability Equality Scheme
- The school will encourage liaison with peers and maintain close links with the family
- Liaison with staff about students with medical needs will occur regularly and extra support will be timetabled where needed

2. Winchcombe School - main priorities

- A. Increasing the extent to which disabled pupils can participate in the school curriculum;
- B. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided and offered by the school
- C. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

3. Specialist facilities

- There are three disabled toilets and a disabled shower room
- A sensory room
- Ramps leading into the school buildings which are maintained, level and wide enough for wheelchair users
- A lift to access the first floor

4. The responsibility of Subject Leaders

- Disabled students will be taught within mainstream classrooms wherever possible
- That there are appropriate resources available in their subject area e.g. making effective use of ICT and technology for students with sensory impairments
- Ensure written information is in the best format for the pupil e.g. font, layout, simplified language
- All students are taught in a suitable physical environment in terms of lighting, seating, board position, noise level, room temperature and acoustics

5. Possible adjustments and provision by the School for disabled students

- Part-time timetable
- Later morning start
- Examination concessions
- Liaison with peers, encouraged by staff
- Assemblies informing other students about the condition, if appropriate
- A quiet resting place identified for breaks
- Adapted PE curriculum
- Mentoring
- Counselling
- Late entry and early departure from lessons
- Encouraging disabled students to take part in extra-curricular activities and are represented through student council etc.
- Communicate with parents about access arrangements for school trips, extra-curricular activities and school events

To maximise the progress of students identified as having rights under the Equality Act 2010 the school will monitor the impact of policies, practices and procedures on disabled students.