



# **Wavendon Gate School**

## **Accessibility Policy and Plan**

Date of last review:	November 2022
Date of next review:	November 2025
Type of policy:	Statutory/WGS
Frequency of review:	3 year
Governor committee:	Business Committee

## Introduction

The **Equality Act 2010** replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

## The Aims of this plan

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the **Disability Discrimination Act**: participation in the curriculum, physical access to facilities and services and availability of information.

At Wavendon Gate School, we are committed to:

- ensuring we are an inclusive school;
- removing any factors which are barriers to including any pupils with a disability;
- ensuring resources enable all pupils to access the curriculum;
- staff development so that they can effectively support the needs of all pupils;
- working with parents, the wider community and multi-disciplinary teams;
- ensuring that the premises are fit for purpose in terms of accessibility;
- regularly assessing the premises for accessibility thus being aware of any changes were they to be required; and
- making funds available to make premises changes when needed.

## Disability Equality Duty

The **Disability Discrimination Act 1995** has been amended by the **Disability Discrimination Act 2005**, so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The duty does not create new individual rights for disabled people. The duty provides a framework for schools to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty thus reinforces the pre-existing duties under the Act. There are both general and specific duties. These duties are described in more detail in the next section.

The most important specific requirement is for public authorities, including schools, to have a Disability and Accessibility Plan linked with their Single Equality policy.

## Definitions and Duties

The definition of disability contained within the **Equality Act 2010** is someone who has a “Physical or mental impairment that has adverse, substantial and long-term effect on their ability to carry out normal day to day activities”. The definition of ‘disability’ includes, but is not limited to, people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV, facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders.

If a person has been disabled in the past, they are still covered by the legislation for the rest of their life (for example, cancer recoverees and people with a history of mental illness) as they can be termed as ‘long-term’ or ‘substantial’.

## Vision and Values

Wavendon Gate School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges;
- responds to pupils’ diverse needs; and
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

We aim to identify and remove barriers to disabled pupils in every area of school life and we strive to make all children feel welcome.

## Involvement

We always involve key staff, specialist outside agencies and parents in determining the access needs of individual disabled pupils.

## Management, Coordination and Implementation

The school SENCo will lead on the day-to-day implementation of measures to improve access for disabled pupils. The Headteacher will coordinate provision for disabled parents, staff and visitors to the school.

## CROSS REFERENCE TO OTHER SCHOOL POLICIES

Wavendon Gate School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Curriculum policy
- Equality policy
- Health and Safety policy
- Guidance for Off Site Visits and Related Activities
- Special Educational Needs policy

## Monitoring

This policy will be monitored yearly or when the need arises it will be updated every three years.

Date policy agreed:

Date Agreed:	
Signed:	
Review Date:	November 2025

## Disability and Accessibility Plan

### Strand 1: *Increasing the extent to which disabled pupils can participate in the school curriculum*

Task	Actions	Outcomes	Timescale	Monitoring
Continue training for teachers and support staff on different aspects of SEND including differentiation when required as part of the new SEND code of practice.	Support through staff INSET, lesson observation and Performance management cycle. Use of flexible groupings in class.  Ensure that students have the appropriate resources in order to fully access the curriculum.	Work differentiated according to student need.  Involvement of disabled students in the 'full life' of the school (e.g. clubs, sporting events, visits).	On-going.	SENCo to report back to Leadership Team when appropriate.
On-going scrutiny of performance of groups of students (including those with SEND) to ensure the curriculum is enabling them to make the same progress as students without SEND.	Focused on SEND children during lesson observations.  Book scrutiny of all children, but a focus on SEND in particular.  Use of expertise from outside agencies.	All groups of students make similar progress.	On-going.	SENCo or members of the Leadership team to report back to whole staff.

### Strand 2: *Improving the physical environment*

Task	Actions	Outcomes	Timescale	Monitoring
Continue to ensure that students and parents or carers are not disadvantaged by being unable to access parts of the school site.	Accessibility audits to be carried out within Health and Safety walks.  Communication home to parents or carers regarding parent information evenings/open days about alerting us to access requirements so that these can be accommodated.  Designated disabled parking bays provided in school car park and disabled toilet cubicle provided inside the school.	Ensuring all students, parents and carers can fully engage with school.	On-going.	Headteacher, site manager, Health and Safety governor and business manager.

**Strand 3: *Improve the delivery of written information to students, staff, parents and visitors with disabilities***

<b>Task</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Monitoring</b>
All teachers to use appropriate materials in lessons which enable those with disabilities to fully access the curriculum.	Staff training in improving accessibility of learning materials.	Barriers to learning associated with the delivery of written information are removed.  Some students using ICT to record notes.	On-going.	SENCo or members of the Leadership team to report back to whole staff.
The school website will be updated to include details for students, staff, visitors and parents/carers on disability and equality provisions in school as well as signposting to external agencies.	Add detail of provisions and signposting for disability and equality issues in both school and the community.	Improved communication and understanding of the school's provisions as well as support for students/parents/carers/staff outside of school with disability concerns.  Greater community cohesion with local and national support groups signposted when needed.	On-going.	Headteacher, SENCo and School Business Manager.

**Strand 4: *Disability Equality Duty - Whole school actions***

<b>Task</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Monitoring</b>
Equality policies to be updated annually.	Headteacher and governors to make amendments in accordance with recommendations and needs of the school.	Adherence to Legislation.	On-going.	Head teacher and governors.
All teaching staff and SENCo lead to have an understanding of mental health and how it can have an effect of the education of a child.	SENCo to lead on health and well-being in the school.  Inclusion team to support children with mental health needs.  Staff training to develop understanding of all staff on mental health issues.	Improved knowledge and awareness with staff of mental health issues and strategies to support young people.  All children's needs supported and given additional help if needed.	Update yearly.	SENCo lead.