Accessibility plan

Walton-le-Dale High School



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| **Approved by:** |  | **Date:** |
| **Last reviewed on:** |  | |
| **Next review due by:** |  | |

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# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

* Increase the extent to which disabled pupils can participate in the curriculum
* Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We acknowledge that every person is unique, with individual strengths and weaknesses, needs, likes and dislikes, regardless of age, sex, race or ability and we seek to value everyone equally. As a learning community Walton-le-Dale prides itself on concern for the individual. Each person is unique, with their own individual strengths. We value everyone equally. (School website – Vision and Ethos)

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and works closely with Lancashire County Council.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

*Academies, including free schools, if applicable add/amend:* This policy complies with our funding agreement and articles of association.

# 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of ‘current good practice’ are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school’s context.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete actions by** | **Success criteria** |
| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.  The curriculum is reviewed to ensure it meets the needs of all pupils. | Improve provision for those students who are unable to access a full GCSE curriculum | Introduce ASDAN COPE as part of the Key Stage 4 curriculum from Sept 2020 | PWA | Sept 2022 | ASDAN COPE successfully introduced |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.  This includes:   * Corridor width * Disabled parking bays * Disabled toilets and changing facilities | Reduce overcrowding and over-stimulus in corridors and classrooms | Increase corridor width, brighten corridors and classrooms by removing visual clutter and displays. | SEC | Sept 2020 | Corridor width increased. Re-decoration completed. Space increased in classrooms. |
| Improve the delivery of information to pupils with a disability | There is extensive use of interactive touchscreens in classrooms enabling clear presentation of information.  Specialist software is used to support literacy.  Modifications to learning resources and notices are made to support those with dyslexia. | Ensure that all information is presented in ways that are accessible to students with a disability | Review signs and information posted around school to ensure that it is accessible to those with disabilities. | JHA | Sept 2021 | All signs and information around school is appropriate for students with a disability. |

# 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

# 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

* Risk assessment policy
* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Supporting pupils with medical conditions policy

# Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school’s physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys |  |  |  |  |
| Corridor access |  |  |  |  |
| Lifts |  |  |  |  |
| Parking bays |  |  |  |  |
| Entrances |  |  |  |  |
| Ramps |  |  |  |  |
| Toilets |  |  |  |  |
| Reception area |  |  |  |  |
| Internal signage |  |  |  |  |
| Emergency escape routes |  |  |  |  |