



- NASENCO qualified SENDCo leading provision including supporting and encouraging access to extra-curricular activity.

Future Developments include:

- Improve the awareness of the extended range of needs exhibited by pupils in mainstream setting. (Special events; links to Special Schools; PHSE). Development of external visits and internal events such as Wider World Day, motivational speakers with disabilities, ASC awareness days and fundraising).
- Improve staff awareness and knowledge of the needs of specific pupils at risk of non-inclusion (SENDCo). Training on supporting specific areas of need as required.

## IMPROVING ACCESS TO INFORMATION

When the need arises school prepare written materials in alternative formats liaising with the individual pupil, their family and statutory and voluntary agencies as necessary. We provide translators as required for pre-planned events and meetings assuming manageable periods of notice. Some pupils use visual timetables.

We communicate by formal letter, text message, social media and online tools such as insight. Parents can request bespoke formats, fonts, paper colour etc. via the pupil's head of year or the SENDCo. Where we are aware of specific requirements every effort is made to respond appropriately. Form tutors and the office make sure all pupils receive letters, hand-outs and pastoral notices even if they are not in form for some reason. Further information is available in the SEND Information report: [http://www.whs.lancs.sch.uk/index.php?category\\_id=171](http://www.whs.lancs.sch.uk/index.php?category_id=171)

Hard copies of any policy document are available on request; alternative formats can be arranged by contacting the school office.



- Sensory diet evaluations and recommendations such as no bells between lessons and the use of ear defenders.
- Bespoke support for pupils struggling to attend extra-curricular activities / cope with corridors due to sensory issues.
- Individualised support for pupils with mobility needs including mobility aids and specialist seating.

Other areas to be adapted as funding allows:

- Ramps to classrooms with a significant step.
- Lifts/chair lifts.
- Clearer and adapted signage.
- Handrails
- Disabled access to main entrance of school.

## **IMPROVING PARTICIPATION IN THE CURRICULUM**

For disabled pupils transferring to Wellfield extra time is allocated to identify individual and learning needs prior to transfer (led by the SENDCo). We engage fully with external agencies to support disabled pupils; we review progress and engagement regularly using the Assess Plan Do Review model, in line with the SEND Code of Practice, (2014). Further detail is available in the SEN Policy and Information Report, (accessible on the school website:

[http://www.whs.lancs.sch.uk/index.php?category\\_id=171](http://www.whs.lancs.sch.uk/index.php?category_id=171)

Recent improvements include:

- New school minibus with improved access for disabled pupils.
- Use of writing slopes, tangle toys and strategy banks.
- Training for teaching staff in Quality First Teaching, Differentiation, Effective use of TA's and Equality legislation and specific SEND needs.
- Increased range of extra-curricular activities.
- SEND specialist governor and SEND link governor.



The school plans, over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan are in the following areas:

- 1) Improving access to the **physical environment** of the school to increase the extent to which disabled students can take advantage of education and associated services.
- 2) Increasing the extent to which disabled students can access and make progress within the school **curriculum**.
- 3) Improving access to **written communication** for disabled pupils, staff, parents and visitors.

The actions planned to meet these aims are set in the three sections below:

## 1. IMPROVING PHYSICAL ACCESS TO THE SCHOOL

Wellfield comprises many different buildings which have been constructed at various times since the school was founded in 1935. Many have more than one storey or have different levels within a single storey structure. Adapting the buildings for complete access for disabled pupils would require funding well beyond what would be considered 'reasonable'. The school has experienced financially challenging times in recent years due to government funding changes and as a result funding for capital building improvements has been limited.

The school has taken professional advice and with the help of pupils an accessibility study, which has highlighted which areas are currently accessible and which are not. Individual accessibility studies and risk assessments are carried out for prospective, and new, pupils as required.

As improvements or new building occur we will make every effort to improve accessibility.

Recent improvements include:

- The provision of FM systems for pupils with hearing impairment.



## Accessibility Plan

<b>Date Reviewed:</b>	September 2016
<b>Date to be Reviewed</b>	September 2018
<b>Governors:</b>	Environment Committee
<b>Author:</b>	P Tolson (Head Teacher) and Z Smith (SENDCo)
<b>Shared:</b>	Governors, All staff on Moodle, Website.
<b>To be read with:</b>	SEND Policy and Information Report

### Rationale

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act and provides a single piece of legislation covering all the types of discrimination that are unlawful. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

### Definition of Disability

The definition of disability under the law is wide. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect on their ability to carry out normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

### Aims of the Accessibility Plan

The school aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families, and any relevant outside agencies in order to remove or minimise any potential barriers to learning, and allow them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes toward people with disabilities and in planning to increase access to education for all disabled pupils.