



Community Cohesion, Access and Accessibility and Equality



Community Cohesion, Access and Accessibility and Equality

Policy 2019

(Accessibility and Equality)

Definition and coverage

By community cohesion, we mean working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community

Our school can contribute to community cohesion through:

- Promoting diversity and shared values in teaching, learning and curriculum
- Ensuring equity and excellence for all pupils
- Engagement and extended services to provide opportunities for people of different backgrounds to come together

(ref DfE)

The *Diversity and Citizenship Curriculum Review* published in February 2007 states that:

...we passionately believe that it is the duty of all schools to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

1. Community from a school's perspective

'Community' has a number of dimensions including the following:

*School community, Geographical community (within which the school is located),
British community, Global community*

Our school population is predominantly White British; as such we are mindful of promoting understanding and cohesion with the wider British multi-cultural society. We work hard to ensure that our students are made aware of other cultures and ethnic groups. We remain outward looking in raising our own awareness of developments in other communities that our not represented in Skelmersdale through schemes such as: International Schools Award.

2. Definition Of Accessibility (Equality Act 2010)

“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”

At West Lancashire Community High School we produce and review an accessibility plan (see appendix). This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Lancashire County Council has also produced an Equality Toolkit that can offer advice and support when introducing a new initiative into the school, to avoid inadvertently compromising the promotion of equality at our school. This is also attached as an appendix.

3. References for further information on Accessibility, Community Cohesion and Equality.

This policy and appendices are also linked to the following policies and documents:

- Health and safety policy including Risk Assessment
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- [Special Educational Needs and Disability \(SEND\) Code of Practice,](#)

Reviewed Autumn 2019

Agreed by Governors 4.12.19

Accessibility plan

West Lancashire Community High School



Approved by:	Date:
Last reviewed on:	November 2019
Next review due by:	December 2020

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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.

West Lancashire Community High School has always had a commitment to promote opportunities for our pupils to gain experiences which will enhance their learning and ensure that they fully understand the world around them. We strive to remove any barriers to participation both in their education and in their leisure time. Our expectation is that in time these barriers will diminish in their future lives, due to support strategies, resources and environmental considerations that have been developed.

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..

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.

2. Legislation and guidance

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. As a special school all of our students have special educational needs, their particular circumstances are documented within their Educational Health & Care Plans in line with the Code of Practice (2014). These are reviewed annually and also reference their Individual Education Plans (IEPs) that are reviewed regularly.

We adopt a multi-agency approach to address needs identified and work regularly with health and social care professionals to address the individual needs of our students.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. (please see next page)

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 and relevant committee.

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

It is an appendix to the Community Cohesion (Access, Accessibility & Equality) policy.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<p>To maintain access to the curriculum regardless of disability through differentiation</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils to fully access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Are detailed within students' individual EHCPs.</p> <p>Environmental audits are completed regularly and will set specific objectives – this is linked to the NAS.</p>	<p>Detailed within annual review summaries</p> <p>Detailed within summary documents</p>	<p>Head Deputy Class teacher</p> <p>Specialist contractor (eg OT)</p> <p>School Business Manager</p>	<p>As detailed within reports.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Adapted seating in accordance with child's OTs seating assessment (where required).</i> • <i>Adjustable height tables (where required).</i> • <i>Sensory profiles and adapting environments accordingly.</i> • <i>Access ramps to external spaces</i> • <i>Remaining as a single story building</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Accessible minibuses</i> 	<p>Are detailed within students' individual EHCPs.</p> <p>Environmental audits are completed regularly and will set specific objectives</p> <p>Minibuses to be reviewed each year for accessibility.</p>	<p>Detailed within annual review summaries</p> <p>Detailed within summary documents</p>	<p>Head Deputy Class teacher</p> <p>Specialist contractor (eg OT)</p> <p>School Business Manager</p>	<p>As detailed within reports.</p>
<p>Improve the delivery of information so that it is accessible for all.</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Visual support and total communication environment.</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Sign-a-long usage</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p>Are detailed within students' individual EHCPs.</p> <p>Environmental audits are completed regularly and will set specific objectives</p>	<p>Detailed within annual review summaries</p> <p>Detailed within summary documents</p>	<p>Head Deputy Class teacher</p> <p>Specialist (eg OT)</p> <p>School Business Manager</p>	<p>As detailed within reports.</p>

Appendix 1: Accessibility audit

The table below contains some examples of features we may assess as part of an audit of the school's physical environment. It is not an exhaustive list, and may be adapted to suit the purpose. It is a process that is used prior to and following any building work.

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				

