

Accessibility Action Plan – March 2022

1.1 Background

1.2 On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools.

1.3 The Act makes it unlawful for Woodhey High School, to discriminate against, harass, or victimise a student or potential student in relation to:

- admissions
- the way we provide education for students
- the way we provide students access to any benefit, facility or service
- subjecting them to any other detriment.

1.4 The protected characteristics are:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

1.5 There is still a requirement to have an Accessibility Plan outlining how we intend to improve access for disabled students to the physical environment, the curriculum and written information.

1.6 The Equality Act applies to all schools in England and Wales. (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005) Furthermore, as Governors we are required to draw up equality objectives under the Specific Duties Regulations 2011 so that we meet the general aims of the Public Sector Equality Duty. This Accessibility Plan is reviewed every three years.

2.1 Disability Discrimination Act

2.2 The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- the definition of disability is less restrictive
- direct discrimination can no longer be defended as justified
- failure to make a reasonable adjustment can no longer be defended as justified
- from September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

3.1 Definition of Disability

3.2 The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

3.3 Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.

3.4 Long term is defined as lasting, or likely to last, for at least twelve months.

4.1 Reasonable Adjustments

4.2 We aim to ensure that nothing we do as a school places a disabled student at a disadvantage compared to other students. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

4.3 When it is reasonable to do so, we provide auxiliary aids or services for a disabled student, when such an aid would alleviate any substantial disadvantage that the student faces compared to other non-disabled students.

4.4 Where an auxiliary aid is not provided under the SEN system (ie via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

4.5 There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

4.6 Our SEND and Local Offer policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

4.7 Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; eg hearing aids.

4.8 We consider that effective and practicable adjustments for disabled students will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year Accessibility Plan, we reserve the right to deem these as unreasonable.

4.9 It is our aim to ensure that disabled students play as full a part as possible in school life and our Accessibility Plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other students, we would not consider it to be reasonable. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled student could participate viably, but we would not cancel the trip because to do so would be detrimental to other students.

5.1 Our Vision

5.2 We believe that every child has the right to be happy, healthy, safe and successful, valued and respected, and to have high aspirations for their future.

5.3 Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

6.1 Our Duty around Accessibility for Disabled Students

6.2 Our Accessibility Plan is outlined below.

6.3 Our Accessibility Plan focuses on the following areas for implementation:

- increasing the extent to which disabled students can participate in the curriculum
- improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled students.

6.4 Our Plan also includes the resource implications of implementing the Plan.

6.5 Our approach includes the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for students, staff, parents and visitors
 - **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
 - **Support Services** – access to services within and external to the school to support families where disability is identified.
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ACCESSIBILITY ACTION PLAN

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

| Aim | Current Good Practice | Objectives | Actions | Person Responsible | Date to complete actions by | Success Criteria |
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| <p>Increase access to the curriculum for students with a disability</p> | <p>We offer a differentiated curriculum to all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum progress is tracked for all students including those with a disability</p> <p>The curriculum is reviewed to ensure it meets the needs of all students</p> | <p>Short term</p> <p>All staff are continually trained to ensure quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students</p> | <p>Curriculum continually adapted in response to changing needs as informed by SENDCo /AHT</p> <p>e.g. ASDAN, Alternative Provision, BTEC, Entry Level Qualifications</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> | <p>SENDCo AHT</p> | <p>Ongoing</p> | <p>Students making expected or better progress. Learning walks ensure this is embedded in lessons</p> <p>Staff are confident in using suggested strategies. Students benefit from an adapted delivery of curriculum appropriate to needs.</p> |

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| <p>Improve and Maintain access</p> | <p>The environment is adapted to the needs of the</p> | <p>Medium Term Ensure that succession planning is in place for every specialist role within Curriculum Support so that we always have the expertise required within the team despite any changes in staffing.</p> <p>Medium/Long term PE curriculum further adapted to suit the needs of all learners. This to include the accessibility of equipment and activity.</p> | <p>Performance management and further professional learning needs identified</p> <p>Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary</p> | <p>AHT - T&L</p> <p>SENDCo and PE Faculty</p> | <p>Ongoing</p> | <p>Staff training in place to ensure the learning and physical needs of all students are met</p> <p>All students access 100% of PE lessons regardless of the activity</p> | <p>Identified students are aware of their PEEP.</p> |
| | | <p>Short Term</p> | <p>Purchase of specialised ergonomic chairs to assist access</p> | <p>Site Manager Business Manager</p> | <p>Ongoing</p> | | |

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| <p>to the physical environment</p> | <p>students as required This includes:</p> <ul style="list-style-type: none"> - Ramps - Lift - Corridor width - Accessibility toilets and changing facilities - Stair lifts | <p>Students with specific needs have all the appropriate equipment and furniture</p> <p>Personal evacuation plans identified for vulnerable students</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building i.e. wheel chair users not timetabled in upper floor classrooms if no lift access.</p> | <p>to the school environment as needed</p> <p>Ensure PEEPS are dated for specific students. TA's informed of which students they are responsible for in an emergency situation. PEEP forms are stored with emergency evacuation register and brought to evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and meet their need in the classroom</p> <p>Ensure that all fire exits are suitable for all</p> | <p>SENDCo</p> <p>Site Manager</p> | <p>Ongoing</p> | <p>Completed PEEP in place for all identified students.</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs.</p> <p>All students are able to independently access all areas of school both internally and externally.</p> <p>Students are able to navigate independently the whole building unaided.</p> |
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| <p>Improve Delivery of information to students with a disability</p> | | <p>Medium/Long term</p> <p>To ensure that all new and existing buildings and rooms allow independent access for all</p> <p>Accessible parking bays for staff/visitors</p> | <p>students, including those with mobility issues or wheelchair users</p> <p>High visibility strips to mark stairs, hand rails and vertical support post</p> | <p>SENDCo Business Manager</p> | <p>2023</p> <p>Ongoing</p> | <p>Students to be confident in all lessons.</p> <p>Increase confidence of students with HI</p> <p>Improved systems across school will support more students with HI more effectively.</p> |
| | <p>We currently use some methods of communication to ensure information is accessible:</p> <ul style="list-style-type: none"> - Internal Signage - Large Print Resources - Some pictorial or symbolic representations | <p>Short Term</p> <p>To ensure that all classrooms have access to large print resources</p> <p>Medium/Long Term</p> <p>To research use of:</p> <ul style="list-style-type: none"> - Braille - Induction Loops - British Sign Language | <p>Hall covered with hearing loop system.</p> <p>Flashing alerts are installed to work with bell system.</p> | | | |

