



The Wilnecote School

Title of Policy: Accessibility Policy

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Policy review cycle	Every 3 years
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1. Introduction

The Wilnecote School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life.

The school continually looks for ways to improve accessibility within the school through data collection, parent's/carer questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

2. Legal framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1995
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

This policy has due regard to national guidance including, but not limited to, the following:

- The Equality Act 2010 and schools', DFE (2014)

This policy will be used in conjunction with the following Community Academies Trust and The Wilnecote School policies and procedures:

- Equal Opportunities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy

3. Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

4. Roles and responsibilities

Staff members will act in accordance with the school's SEND Policy and Accessibility Plan at all times.

The Headteacher in conjunction with the Governing Body/Trust will create an Accessibility Plan with the intention of improving the school's accessibility.

The Governing Body/Trust will be responsible for monitoring the Accessibility Plan.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

The Headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

During a new pupil's induction, the Headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

The Headteacher, Governing Body/Trust and Senior Leadership Team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The special educational needs and disabilities coordinator (SENDCO) will work closely with the Headteacher and Governing Body/Trust to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

5. Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the SEND Policy.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan.

The Wilnecote School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in January 2027.

If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The Equal Opportunities Policy and Accessibility Plan will be published on the school website.

The Wilnecote School will collaborate with the appropriate bodies and authorities in order to effectively develop and implement the plan.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

6. Equal opportunities

The Wilnecote School strives to ensure that all existing and potential pupils are given the same opportunities.

The Wilnecote School is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

The Wilnecote School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

7. Admissions

The Wilnecote School will act in accordance with the school's Admissions Policy

The school will apply the same entry criteria to all pupils and potential pupils.

In the event of entry for public examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

The Wilnecote School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents/carers of pupils with EHC plans, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

8. Curriculum

The Wilnecote School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments

The Wilnecote School aims to provide a differentiated curriculum to enable all pupils to

feel secure and make progress.

Subject leaders and the SENDCO will work together to adapt a pupil's personalised curriculum, Individual Behaviour Plan or Individual Educational Plan his will be with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. EHCPs will appear in SIMS.

Specialist resources are available for pupils with visual impairments, such a large print reading books.

Teaching Assistants are deployed to implement specific literacy, numeracy and speech programmes.

9. Physical environment

The Wilnecote School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

- The school has toilet facilities on each floor suitable for people with disabilities.
- These are fitted with a handrail and an emergency pull cord.
- Where entrances to the school are not flat, a ramp is supplied for access.
- Lift access is provided so wheelchairs can access all floors.
- Any new doors that are fitted throughout the school will allow for wheelchair access.
- The corridor flooring and lighting is designed to support those who are visually impaired.

10. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

The Governing Body/Trust and Principal will review the policy in collaboration with the SENDCO's support.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Success Criteria
Ensure no student is excluded from using the facility	Conduct regular Site Inspections including an Annual Site Audit which focuses on DDA compliancy. - Review Emergency Evacuation Plans as required	Ongoing	Staff time and Audit information.	Operations and Facilities Manager and the Site Team	Annual Review	All staff & students and visitors with VI are able to navigate successfully around school safely.
Ensure all Classrooms are Accessible for all students	Ensure configurations of rooms are suitable for use by people with Accessibility Issues. Consider the furniture purchased for classroom use.	Ongoing	Classroom Audits	Operations and Facilities Manager and the Site Team		All students are able to access classrooms where specialist teaching takes place, enabling them to access the full curriculum offer.
Ensure that Teaching and Learning is accessible for all through effective differentiation. All students can access the curriculum.	Departments consider differentiation, sequencing as part of their planning process with the curriculum journey and mapping in departments.	Ongoing	Use of time in Department Meetings.	Curriculum Lead, Heads of Department and SLT	Annual Review	Students access core knowledge in all subjects through appropriate teaching allowing them to make expected or better progress. Staff are confident at using suggested strategies from the SEND Universal Approach. Students benefit from an adapted delivery of curriculum appropriate to needs.
Promote positive attitudes towards disability	Allocate time in Tutor time to include disability awareness. Continue to promote activities such as the Autism Advocacy. Staff training to keep practice up to date – Compliance training delivered as and when needed. Whole school training in supporting students needs, including Autism (Level 1	Ongoing	Use of Staff Briefing and communication teaching tools such as ClassCharts, SIMS and Go4Schools to communicate information about students and their needs. Provision of Autism Advocacy Course	SENCO. Autism Unit, SLT, Teaching Staff	Annual Review	All members of the school community feel welcome into the building. All visitors, parents, students and staff can access all school information.

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