Woodeaton Manor School Accessibility Plan

September 2017

Woodeaton Manor School

Policy: Accessibility Plan

Policy Date: September 2017

Review Date: September 2018

Review Committee: Curriculum working group

Governor with responsibility for this policy: Anne Purse

Accessibility Plan

This plan was formulated by a working party consisting of a cross section of school staff, a pupil audit and approved by the Governors in September 2017.

Woodeaton Manor School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability in the context of this plan is:

- Someone with a physical or mental impairment

- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.
It is unlawful for a school or other education provider to treat a disabled pupil unfavorably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools and LAs must:
- not treat disabled pupils less favorably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan
This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

Currently all pupils at Woodeaton Manor can access the curriculum regardless of

disability. The school is a grade 2* listed building. Governors have taken all reasonable steps to take into account the need for access to all.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.
Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.
In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in school curriculum.

The curriculum is carefully designed to meet the needs of all learners and all pupils access a broad and varied curriculum. All pupils access learning at Woodeaton Manor School.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.
Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

Any pupils requiring additional support are clearly identified on entry to Woodeaton Manor School. Continual assessment in all aspects of development and the sharing of data means that children requiring additional support at any time in their school career at WMS do so with immediate effect. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

Other related school policies
Access for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:
Teaching and Learning
Equal Opportunities Policy
Behaviour Policy
Admissions policy/criteria
School improvement plan
School Asset Management Plan
Policy for school trips and excursions
SEN policy
Exclusions

Aims
Woodeaton Manor School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a program of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

Actions to **ensure equality for pupils with disabilities**

1. We shall undertake a disability audit using a cross section of staff, pupils and parents/carers.

2. As a result of the audit, we will write an action plan which includes targets.
3. Make the policy and targets known to all teaching and ancillary staff, pupils and parents/carers.
4. Monitor the success of the plan.

Monitoring
Woodeaton Manor School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.
We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents/carers attending consultation meetings
- Parents/carers' involvement in the life of the school, attendance at Annual Reviews and celebrations

Anne Pearce
Headteacher
September 2017

Short Term

Target	Strategies	By Whom	By When	Resources	Goals Achieved
Ensure that classrooms are accessible to all pupils	Staff to be informed of pupils needing specific access e.g. seating, location etc.	LMT	September 2016 (repeated termly)	SEN register up to date	
Ensure that staff are fully aware of pupils needing additional support and differentiation.	Staff to be informed of pupils needing specific access e.g. seating, location etc. Audit of staff needs re: CPD	LMT+EP	September 2016 (repeated termly)	SEN register up to date	

Medium Term

Target	Strategies	By Whom	By When	Resources	Goals Achieved
Training for staff so they are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Training for staff on differentiation and targeting of resources within the curriculum.	LMT	September 2016	In-house expertise	
Ensure that	Analysis of	LN and	January	Revised	

pupils are provided with opportunities to learn about equal ops and disability	the PSHE curriculum	SB	2016	PSHE curriculum	

Long Term

Target	Strategies	By Whom	By When	Resources	Goals Achieved
Access to the school building is improved	Disabled parking to be made available at the school entrance	DO	September 2016	R&M budget	