



Weobley Schools' Federation

Accessibility Policy

Weobley Schools' federation strives to provide a fully accessible sites and facilities for everyone, regardless of disability

1. Introduction and Context

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. However, the Disability Equality Duty in the Disability Discrimination Act (DDA) continues to apply.

The Equality Act 2010 outlaws any discrimination by schools against either current or prospective disabled pupils in their **access** to education.

This policy is drawn up in accordance with the Equality Act 2010 and it draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

The policy seeks to describe the method by which accessibility to the school and its facilities will be established and maintained, in line with current legislative requirements.

2. Definition of Disability

Definition of Disability under the Equality Act:

A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

Note: People who have had a disability in the past that meets this definition are also protected by the Act. People with some visual impairment are automatically deemed to be disabled. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis.

It is unlawful for a school or other education provider to treat a disabled student unfavourably.

Direct discrimination

An education provider must not treat a disabled student less favourably simply because of their disability. For instance, they can't refuse admission to disabled applicants because they are disabled.

Indirect discrimination

An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

Discrimination arising from a disability

An education provider must not discriminate against a student because of something that is a consequence of their disability. For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

Harassment

Education providers must not harass students because of their disability. For example, a teacher must not shout at a disabled pupil if the disability means that they are unable to concentrate.

3. Aims

Weobley Schools' Federation aims to include all pupils, including those with disabilities, in the full life of our schools.

We recognise our duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To publish an Accessibility Plan.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; this may include:
- changes to practices or procedures

- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum 2013 for Key Stage 1 and 2 and 2014 framework for Key Stage 4 and 5, alongside the "special educational needs and disability code of practice: 0-25 years" 2014 (updated May 2015) and "supporting pupils at School with medical conditions" 2017 which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our strategies to do this will include:

- having high expectations of all pupils
- following the Admissions Policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- ensuring appropriate training is available for teachers and teaching assistants to teach and support disabled pupils
- ensuring classrooms are optimally organised for any disabled pupil
- planning lessons that provide opportunities for all pupils to achieve
- delivering lessons that are responsive to pupil diversity
- delivering lessons that involve work to be done by individuals, pairs, groups and the whole class
- encouraging all pupils to take part in music, drama and PE activities
- providing access to computer technology appropriate for students with disabilities
- ensuring school visits are made accessible to all pupils irrespective of attainment or impairment
- examining our Library and text books to ensure that there are examples of positive images of disabled people
- aiming to remove all barriers that may impede learning and participation.

We will continue to seek and follow the advice of external service providers where appropriate, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

4. Actions and Responsibilities

The *governors* are responsible for:

- Ensuring the requirements of the Equality Act are met via the Accessibility Policy and associated policies,
- An Accessibility Plan is published as operational guidance. See appendices 1 and 2
- That published policies reflect the Accessibility Policy

The Head teacher is responsible for:

- Ensuring that the policy is implemented,
- All staff are aware of the details of the policy
- The Accessibility Plan is updated regularly

5. Monitoring and Review

Weobley Schools Federation recognises that on-going monitoring will be essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning as and when required.

We will monitor:

- Attendance
- Effects on pastoral strategies
- Rewards
- Sanctions
- Extra-curricular activities
- Parents attending consultation meetings
- The implementation of the Accessibility Plan
- SEND Register
- Behaviour

6. Notes to the Policy

This policy aligns with the Admissions Policy, Equal Opportunities Policy, SEND policy, Health and Safety Policy, Safeguarding Policy and Teaching and Learning Policy

Schools are not expected to change their premises. They are expected to make reasonable adjustments and long-term plans for improving access to their buildings through their planning duties.

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| Reviewed on: | March 2019 |
| By: | Rachel Day and Steve Warrell |
| Adopted by Governors on: | March 2019 |
| To be reviewed: | March 2021 |

Appendix 1 Accessibility Plan High School

Areas of emphasis

- Improving access to the physical environment of the school. This covers improvements to the physical environment of the school site and physical aids to access education.
- Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and improving access to a full, broad and balanced curriculum for all pupils through school organisation and support including participation in after school clubs and school visits.
- Improving the delivery of written information to disabled pupils.

Examples will include handouts, suitable textbooks and information about school events.

- Providing support where appropriate for example signed support in lessons to allow access to the curriculum for deaf students.

The building

- The main building was built in 1963 and was designed over several floors, with approx. 50% of our classrooms currently inaccessible to anyone requiring wheelchair access
- The school undertook an accessibility audit in 2012 and after this put in place flat level or ramps to entrance thresholds for wheelchair access so we could provide access to all our ground floor classrooms and resources for any wheelchair user, we also added handles to internal steps and stairs to enable safe movement around the building.
- We undertake an annual review of the premises and ensure our provision meets the needs of our current students. We ensure all our steps have white nosing strips for visibility and safety and that we provide adequate access to the site for wheelchair users.

Issues remaining

- Many classrooms remain inaccessible to anyone requiring wheelchair access, if a pupil with a wheelchair requirement joined Weobley High School, Herefordshire Council would have to assess the site to ensure we have appropriate provisions in place for the individual to access all elements of their education and may need to install a lift for wheelchair use if required.

Resources

The school has the capability through reprographics equipment to produce appropriate resources e.g. enlargement of script on photocopier etc. All teaching staff are responsible for making reasonable adjustments within their teaching to make the lesson and classroom environment accessible to all pupils. The SENDCO coordinates all additional support for children with special educational needs and is assisted by Learning Support Assistants in the appropriate reproduction of suitable work materials and resources.

Appendix 2 Accessibility Plan Primary School

Areas of emphasis

- Ensure we are seeking advice from all stakeholders to ensure we are meeting the needs of all children with disabilities
- Ensure resources and services are purchased to ensure we are meeting the needs of all children with disabilities

The building

- The building is relatively modern and as such, access is good, with only very limited accessibility issues, which can be mitigated with appropriate staffing.
- Ensure we are listening to advice from all stakeholders as and when adjustments are required.

Issues remaining

There are no significant areas that could be considered an issue, although the following could be considered for future improvement:

- Wheelchair access to courtyards
- Visual highlighting of thresholds where floor levels change
- Review of auditory system to ensure it is fully functioning
- Installation of automatic door to front entrance

Resources

All staff are aware of the need to ensure resources are accessible by all pupils as and when required, resources are adapted to meet the needs of all children.