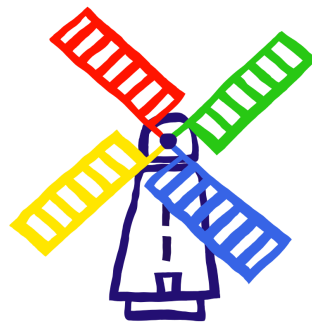


Accessibility Audit & Plan

Unity
Trust
Courage
Curiosity
Respect
Kindness

A community for learning. Raising Expectations. Fulfilling high standards.



Revised: **January 2024**

This policy was adopted on: **February 2024**

The policy is to be reviewed by: **January 2027**

Headteacher: **Mrs Gemma Hillier**

SENDCo: **Mrs Louise Ross-Wood**

Chair of Governors: **Laura Air**

Equalities Governor: **Karen Storrie**



Widmer End Community Combined School & Pre-School

2024-27 | Accessibility Audit & Plan

Introduction

From September 2002 the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. "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." The DDA places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils. Schools are required to produce Accessibility Plans.

This plan addresses the requirements of the Equality Act 2010 and refers to individuals who are disabled (both current and prospective) in a wide sense, including those with special educational needs, and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils, where such improvement to access has been identified

Should increased access be identified, then the school will produce an Accessibility Policy that identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas. This will be published and evaluated annually. The three areas are:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled



In addition, the Disability Equality Duty (2006) requires all schools to:

- eliminate discrimination that is unlawful under the DDA
- eliminate harassment of those with a disability
- promote positive attitudes towards disabled persons
- encourage participation by disabled individuals
- take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This duty requires schools to:

- involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan
- publish the DES/Action Plan
- demonstrate they have taken action identified to achieve outcomes
- report on progress, review and revise the DES annually

Definition

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.

Barriers to Access

The Headteacher and Chair of Governors have completed an audit and identified strengths and weaknesses of accessibility requirements.

Background

At Widmer End Community Combined School & Pre-School, we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all pupils so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (governors, staff, pupils, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies. Through a series of inter related policies and procedural guidelines we support disability equality in all aspects of school life for pupils, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.



Equal Value Principle

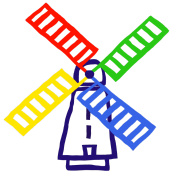
Everyone at Widmer End Community Combined School & Pre-School has equal value. The policy of equality, of 'opportunity in diversity', is based on the principle of respect for the individual. The school is an integrated whole, inclusive of the pupils with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person's unique, intellectual, physical, spiritual, emotional or social needs. All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values. Pupils have full and open access to a broad and balanced curriculum and to a range of extracurricular experiences. Detailed attention is given to resourcing and the development of an appropriate environment to meet the needs of individual pupils and groups within the school community. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.

Statement of Intent

Widmer End Community Combined School & Pre-School continues to develop its ability to provide an inclusive, accessible environment for pupils, staff, parents and members of the local community. It aims to meet the five outcomes of the Children Act (2004) and has regard to the general duty to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes to people with disabilities
- encourage the participation of people with disabilities

Regularly updated action plans ensure that improvements are appropriately prioritised.



Role of Key Personnel Governors

The Board of Governors monitor and review the SEND Information Report (Local Offer), SEN policy and the Accessibility Plan on a regular basis. They ensure the School's inclusion of pupils with disabilities meets all aspects of the law.

The School Leadership Team

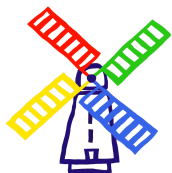
The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Headteacher and SENCO are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

All Staff

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

Complaints

Parents and staff have access to the school's Complaints Policy.



Widmer End Community Combined School & Pre-School

2024-27 | Accessibility Audit & Plan

Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEND and Disability Act 2011 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to school for disabled pupils”, issued by DfES in July 2002. At all times the School will also be equally aware of the needs of disabled staff, parents and visitors.

Principles

Compliance with the DDA is consistent with the school’s aims, equal opportunities policy, and the operation of the school’s SEND policy;

Key Objectives:

- to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability
- to provide a caring and friendly environment.
- to provide resources that meets the needs of the individual pupil and supports them towards developing independence
- to promote an understanding of disabilities throughout the school and an awareness of the needs of pupils with a disability.

Admission

Widmer End Community Combined School & Pre-School is an inclusive and nurturing school. Pupils with an Education Health Care Plan (EHCP) can apply for a place at the school via the HCC SEN team. Any request is then passed to the school to consider and advise whether we can meet the pupil’s specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for pupil from primary schools into secondary as part of the wider transition process.



Temporary and Permanent Needs of Pupils

Existing and emerging health needs of existing pupils are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.

Staff Recruitment and the Needs of Existing Staff

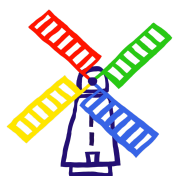
Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equality and Diversity Policy which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the framework of the law, the school is free from unlawful or unfair discrimination on the grounds of gender (incl. gender reassignment), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

Education

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs



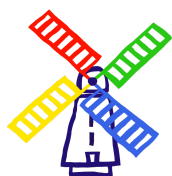
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Staff work hard to meet the needs of all pupils with regards to accessing the curriculum and are supported by the Senior Leadership Team in all aspects of school life. Each pupil is viewed as an individual, supported in their progress towards an independent and as bright a future as possible.

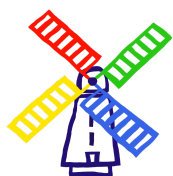
Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document.

Targets	Strategies	Time	Responsible
Curriculum			
Ensure staff have the necessary skills to adapt and differentiate the curriculum so that pupils with disabilities can access the curriculum on an equal basis with their peers.	Needs analysis of training required for staff, appropriate to the needs of children on roll. INSET delivered. Intervention/target teaching training for support staff.	Ongoing	Headteacher
Develop learning aids and strategies relevant to individual needs to ensure pupils with disabilities can access the curriculum on an equal basis with their peers.	Offer a differentiated curriculum Use resources tailored to support child with specific disability Use resources which include examples of children with disabilities Celebrate disability and difference Curriculum progress is tracked for all pupils including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils	Ongoing	SENDCo/SLT
Ensure staff are	Annual completion of asthma and anaphylaxis	Ongoing	Office staff/



Targets	Strategies	Time	Responsible
trained to meet individual medical needs of pupils.	training for all staff. Training for relevant staff in line with medical needs.		Headteacher
Ensure extra-curricular offer is accessible for children with disabilities.	Review provision of extra-curricular clubs and identify barriers which may prevent children with disabilities from engaging.	Ongoing	Office /SENDCo
Enhance the use of software to support teaching and learning across the curriculum.	Map software already in use to support children with disabilities and identify gaps in provision. Identify software to support learning in Maths, English and the wider curriculum, appropriate to the needs of children on roll.	Ongoing	SENDCo/ Subject Leaders
Ensure offer of trips and visits is inclusive for children with disabilities.	Review existing offer of trips and visits. Identify barriers which may prevent children with disabilities from engaging. Incorporate needs of children with disabilities into the planning process. Review risk assessments and ensure that trips are accessible to and suitable for all pupils. Review modes of transport if necessary so that disabled pupils can be included	Ongoing	Office /SENDCo
Physical Environment			
To improve and maintain the delivery of information to pupils with a disability	Long term Information Access Pictorial or symbolic visual cues available throughout classroom Visual cues available for use in other areas around school Regular review and updating of visual clues	September 2024	Headteacher /SENDCo
To improve and maintain access to the physical environment for all	The environment is adapted to meet the needs of children as required. This includes: Maintaining and using adjustable height changing table	Ongoing	SENDCo/ Headteacher



Targets	Strategies	Time	Responsible
pupils	Adjust height of rails for support and access Keeping corridors free of obstacles Use of a ramp as needed Disabled parking free for family use Adjustable seats used for children with additional needs Review suitability of flooring for wheelchairs. Ensure each area of the school has wheelchair access if required.		
Information			
Assess the extent to which pupils with disabilities can access information on an equal basis with their peers.	Audit of information and delivery procedures. Identify gaps in accessibility of information for different disabilities.	September 2027	SENDCo
Understand the needs of pupils and ensure information is available in relevant formats.	Ensure signage is suitable for non-readers, is clear and well situated. Establish systems to reproduce information into different formats to meet individual needs: • Large print • Braille • Pictorial or symbolic representations • Audio	Ongoing	SENDCo/ Pastoral Lead
The school is aware of the services available through the LA for converting written information into alternative formats.	Access services where appropriate.	Ongoing	SENDCo/ Pastoral Lead