



**Wombourne
High School**

Accessibility Plan

Frequency of review: Every two years

Date adopted by Governing Body:

Signed: Governor

Date of next review: Autumn 2020

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Introduction

Wombourne High School is an inclusive school where all members of the school community are of equal worth and each has the opportunity to be the best that they can be.

Under the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

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

Specific duties

At Wombourne High School we recognise and welcome our responsibility to make everyone feel included. The school has a duty to make **reasonable adjustments** for pupils with a disability:

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Accessibility planning

This document outlines our accessibility planning for pupils with physical disabilities. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Our accessibility plan aims to:

1. Increase the extent to which disabled pupils can **participate in the curriculum**;
2. Improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
3. Improve the availability of **accessible information** to disabled pupils.

This plan should be considered alongside the Equality and Diversity Policy and the SEN School Information Report.

Wombourne High School is committed to:

1. Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

2. Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes 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, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

3. Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. We aim to consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision can be made accessible to all those with a disability.

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities

Equality Act Guidance downloads from the Equality and Human Rights Commission – includes *Guidance for education providers – what the equality law means for you as an education provider*

Improving the Curriculum Access at Wombourne High School

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Training for teachers on identifying and addressing barriers to learning	CPD to take place on communication and SEN barriers	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Training event 27.11.17 and 18.01.18 Ongoing development in 2018-19	Increase in access to the National Curriculum; pupils able to access work more independently
Classrooms are organised to allow the participation and independence of all pupils	Ensure that site redevelopment ensures that classroom spaces are accommodating to specific needs.	The needs of individual pupils can be accommodated with minimal disruption or reorganisation	Upon completion of the redevelopment work	Increase in access to the National Curriculum; improved confidence and safety of pupils
Refresher training on supporting the needs of learners who are hearing (and visually) impaired	Inclusion update information to contain strategies to support HI (and VI) pupils; learning walks; additional CPD as needed	Pupils who are HI (or VI) can access the curriculum with targeted support and where possible, independently	Training event for teaching assistants on 04.01.18 and for teachers on 18.01.18	Increase in access to the National Curriculum; pupils able to access work more independently
A wider range of vocational options are available for study at Key Stage 4	Research options available; produce KS4 curriculum plan that introduces more new vocational courses	Y9 pupils have a wider range of vocational options to select; pupils offered alternative types of study to achieve level 2 qualifications	In place for September 2019	Increase in access to the National Curriculum; pupils able to access work more independently, improved success at level 2
Wider use of assistive technology in the classroom	Wireless network facilities available as part of the site redevelopment	Pupils can access more information and support through assistive technologies such as tablet computers	Upon completion of the redevelopment work	Increase in access to the National Curriculum; pupils able to work more independently

Improving the Sharing of Information at Wombourne High School

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Availability of written material to include school brochures, school newsletters and other information for pupils and parents	Improve parent use of WISE as the first source of information	Parents have instant access to key information	By Sept 2018	Delivery of information to, parents and the local community improved
Access to learning materials outside of school, particularly for learners with part-time attendance	Development of an online curriculum on WISE	Pupils who are unable to attend school can more easily access work missed, reducing the need for teachers to set additional work.	By July 2019	Each faculty has a basic curriculum on WISE, including learning resources, in an easy to access format.

Improving Physical Access and the Physical Environment at Wombourne High School

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Quiet, safe room available for pupils with autistic spectrum disorders and SEMH needs within the inclusion department	Suitable location for a room to be identified that includes multi-functional areas, to include a safe-zone.	Pupils with ASD or SEMH needs have a safe room to go to when needed, where they are discretely supervised.	Upon completion of the redevelopment work	Pupils with significant ASD and SEMH needs are safe within school and more likely to succeed in their learning
More integrated SEN facilities	New SEN zone to be created, with a range of small teaching spaces, informal space, computer facilities and administrative space.	Pupils with SEN have access to a safe, supervised drop in space during the day. Withdrawal groups have dedicated and appropriate teaching spaces.	Upon completion of the redevelopment work	Pupils with SEN have a safe base and accessible learning facilities.
Safe access to first and second floors for wheelchair users	Evac chairs on staircases	Wheelchair users or this with limited mobility can safely exit during emergencies	Upon completion of the redevelopment work	Full site accessibility for learners and staff with limited mobility