
Accessibility Plan

Recommended by:	Head of School
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Ratified by:	LAGB

Signed:



Position on the Board:	Chair of LAGB
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Policy Tier (Central/Hub/School):	School / WHHS

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Waseley Hills High School is committed to Inclusive Education for All and for providing a school environment that enables full curriculum access, that values and includes all pupils, staff, parents, carers and visitors regardless of their educational, physical, social, spiritual, emotional and cultural needs.

This plan is drawn up in accordance with the Equality Act 2010, which came into force on 1st October 2010 and has replaced all existing equality legislation. This Act states that ‘...schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

In performing their duties, governors and staff will have regard to the Equality Act 2010.

Definition of Disability

Disability is defined by the Equality Act 2010:

‘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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality

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.
- Waseley Hills High School has the ethos of Aspire, Invest, Respect which runs through the accessibility plan by:

Increasing Access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the ethos of Waseley Hills High School. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes and ensure that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and trips where appropriate.

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school. As they move through the school, adaptations are made to the physical environment of their classroom in order to fully meet their needs.

Improving the delivery of written information to disabled pupils

Improving the delivery of written information to pupils, staff, parents, carers and other members of the school community.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. We will ensure that the information is provided in a preferred format and within a reasonable timeframe.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIMS	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • 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 		Short term All staff trained to employ high quality adaptive teaching strategies in the first instance in response to individual need	Curriculum adjusted in response to any changing need	SENDCo, Curriculum Lead	Ongoing	Pupils making expected or better progress. Quality assurance/learning walks to ensure embedded in lessons
			Ensure all staff have the relevant training from outside agencies where appropriate to support specific needs of the most vulnerable pupils	Plan and deliver bespoke training with outside agencies when the need arises	SENDCo/SLT link	Ongoing	Staff are confident at using suggested strategies. Pupils benefit from reasonable adjustments
			Medium Term Ensure we have succession planning in place for every specialist role within Learning Support to minimize impact of changing staff	Performance management and further professional development needs identified	SENDCo/SLT link	Ongoing	Staff training and relevant qualifications in place to ensure physical as well as learning needs of pupils are met.
			Long Term PE curriculum further adapted to suit the needs of all learners (particularly those with high level sensory and/or physical conditions) to include accessibility of equipment and activity	Recommendations from mobility team/OT and PT services. Alternative and adapted equipment to be purchased as necessary	SENDCo and PE department	Ongoing	All pupils access 100% of PE lessons regardless of activity

AIMS	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width (in main buildings) • Disabled parking bays • Disabled toilets • Some Library shelves at wheelchair-accessible height • EVAC Chairs and training 		Short term Pupils with specific needs have all the appropriate equipment and furniture	Purchase modified keyboards and seek advice on existing adaptive furniture and equipment	SENDCo/HLTA / Mobility service	Purchases to be made when necessary to accommodate pupils at key transition points throughout the school terms	<p>Identified pupils are aware of their PEEPs (4 in 2023)</p> <p>All identified pupils are timetabled in appropriate classes</p> <p>All pupils with VI to independently navigate around the school site</p>
			Personal Emergency Evacuation Plans (PEEP) for vulnerable pupils	Develop PEEPs for specific pupils	SENDCo	February 2024 and Ongoing	
			Timetables for identified pupils are continually checked to ensure designated classrooms are accessible	Staff are informed of all pupils with mobility issues	SENDCo	Annually	
			Medium Term To continually maintain yellow warning strips, vertical posts, and handrails to support pupils with VI.	All external and internal areas identified for ongoing maintenance of existing warning strips (Site staff working on yellow paint/strips on steps) and fixtures	Site Manager	To be discussed	
			Long Term	New plans to be monitored to ensure compliance with	SENDCo/Site manager	New build to be discussed	

AIMS	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			To ensure that all new and existing buildings and rooms allow independent access for all	building and DDA regulations Increase number of automated doorways for pupils who rely on an additional adult's support.			All pupils are able to independently access all areas of school, both internally and externally unaided (with the exception of upper-level classrooms without a lift)

AIMS	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>• Internal signage</i> <i>• Large print resources</i> <i>• Pictorial or symbolic representations (all four areas of need within the CoP 2015)</i> 		<p>Short term</p> <p>Further training/practice provided for additional adults supporting pupils with physical needs regarding all alert procedures, to include fire alarms and lockdown</p>	Check Evac chair training requirements (February per annum) and the school's fire alarm procedures relating to those pupils with physical needs	SENDCo/Inclusion Lead/SLT link	Ongoing	Pupils and staff confident with all fire evacuation and lockdown procedures. Competently executed during drill procedures
			<p>Grit and other appropriate tools/resources are available to ensure walkways are safe in the event of inclement/snowy weather</p> <p>Medium term</p> <p>Investigate systems for visual alarm systems for HI pupils</p>	Flashing alerts to be installed where necessary to work with current audio bell system	Site team	To be discussed > Ongoing (waiting for quote and risk assessment)	All pupils with HI to access all alerts
			<p>Long term</p> <p>Investigation and research into providing all pupils with Sensory and Physical needs with personal alert devices to increase independence</p>	A suitable device to be identified and agreed upon with the school which would alert the pupils when they are without an adult	SENDCo/Specific external agencies	To be discussed > Ongoing	All pupils able to access alerts showing a greater level of independence

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- CRST - SEND Policy – 2023-2024
- Supporting pupils with medical conditions policy 2024-2025