



## **ACCESSIBILITY POLICY**

### **Introduction**

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation.

### **Background**

**At Upper Wharfedale 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 Introduction**

### **Equal value**

Everyone at Upper Wharfedale School has equal value. The policy of equality is based on the principle of respect for the individual and is inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It also addresses each person's unique, intellectual, physical, spiritual, emotional and social needs.

The school community works together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

All students have access to a broad and balanced curriculum and to a range of extra-curricular experiences.

Upper Wharfedale School will continue to develop its ability to provide an inclusive, accessible environment for students, staff, parents and members of the local community. It aims to meet the five outcomes of the Children Act (2004) and has regard 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

## **The role of key personnel**

### **Governors**

The Governing Body monitor and review the SEN&D policy and the Accessibility Plan on a regular basis and ensure the school's inclusion of students with disabilities meets all aspects of the law.

### **Senior Leadership Team (SLT)**

The Headteacher and other members of the SLT ensure that all policies, practices and provision have regard to the Disability Equality Duty and the Equality Act 2010 which extends protection from discrimination to those with 'protected characteristics'. 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 school life.

### **Staff**

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

### **Complaints**

Parents and staff may access the school's Complaints Procedure which is available on the website. Students may go through their Form Tutor/Student support team or members of the Student Leadership team.

## **The Accessibility Plan**

Upper Wharfedale School will produce an Accessibility Plan which will address the requirements of the Equality Act 2010 (which are the same duties as previously existed under the DDA) and show how the school is strategically planning to:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to those with disabilities.

## **Definition of Disability**

*A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).*

The school will ensure that adequate resources are provided for implementation of the plan and the plan will be reviewed regularly.

The school will also ensure that:

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

### **Physical environment**

The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

### **Provision of information in other formats**

The school is able to provide information in alternative formats such as email, enlarged print version and other formats by arrangement.

#### **Linked policies:**

Access & Inclusion (SEN)

Disability Equality Scheme

Equality, Diversity & Community Cohesion

Adopted by Governors:

Next review March 2018:



**SINGLE EQUALITY / ACCESSIBILITY ACTION PLAN 2016-2017**

**Success Criteria**

- Raised confidence of staff in strategies for differentiation and increased student participation.
- Raised confidence of LSAs as above.
- All staff aware of individual student access needs
- Students positively recognising and respecting diversity

Actions to achieve the success criteria	Persons responsible for delivering the action	Timescale	Monitoring	Notes on progress
<p><b><i>Increase confidence of staff in differentiating the curriculum and ensuring accessibility for all students at Wave 1 (Universal) Quality First Teaching:</i></b></p> <ul style="list-style-type: none"> <li>• Use a graduated approach of (Assess, plan, do, review) provision to ensure access for all students across the curriculum.</li> <li>• Ensure all staff receive training in best practice.</li> <li>• All class overviews, SIMS system and class charts include information on students with SEND.</li> <li>• Data/reading/spelling ages and further information to inform teaching and learning and differentiate by outcomes.</li> <li>• Classrooms are dyslexia friendly and SpLD resource packs available in lessons.</li> <li>• Individual Provision Maps, Student Support Plans, Inclusion Passports available to all staff.</li> </ul>	<p>SENCo/Inclusion Coordinator</p> <p>Associate/Assistant Headteacher</p> <p>Staff</p> <p>Inclusion Coordinator</p>	<p>July 2017</p> <p>Autumn Term</p>	<p>SENCo/ Inclusion Coordinator</p> <p>Headteacher</p> <p>Designated Governor</p> <p>SENCo/Inclusion Coordinator</p>	<p>September 2016: KS3 - Baseline reading and spelling assessments to inform planning and differentiation, Dyslexia Screening (Yr 7).</p> <p>Learning walks by EMS team carried out and feedback given to staff/faculties.</p> <p>Lesson observations/'drop-ins' of work of LSAs at Wave One/Universal provision by Inclusion Coordinator and/or Associate Headteacher, with specific focus on differentiation and provision for SEND</p>

<p><b>Ensure Teachers and LSAs have access to specific training on SEND issues.</b></p> <ul style="list-style-type: none"> <li>• Ensure specific training for LSAs which is tailored to meet students' needs and outcomes as described in EHCPs.</li> <li>• External agencies advice and recommendations implemented.</li> <li>• Role of the LSA in teaching and learning.</li> <li>• Using SEND data to promote best outcomes for students.</li> <li>• LSA access to TA Networks and appropriate courses.</li> <li>• Induction training for new LSAs</li> <li>• Support, modelling and advice from UWS EMS SpLD/C&amp;L.</li> <li>• Inclusion Coordinator attend LA SENCo Networks to keep abreast of LA and national developments.</li> <li>• Maintaining resources 'library' for LSAs and teachers.</li> <li>• Subscription to SNIP and NASEN (through EMS).</li> </ul>	<p>SENCo/Inclusion Coordinator Associate Headteacher (CPD)</p> <p>LA services and other training providers.</p> <p>MM</p> <p>JLS</p> <p>EMS</p>	<p>July 2017</p>	<p>Headteacher Associate Headteacher</p> <p>SENCo/ Inclusion Coordinator SENCo</p> <p>EMS</p>	<ul style="list-style-type: none"> <li>• Collaboration with multi agency services for advice, to establish caseload and models of support.</li> <li>• Collaboration with L.A colleagues.</li> <li>• Twilight training opportunities for staff (including Safeguarding).</li> <li>• LSA twilight training planned on ASC specific strategies facilitated by Autism Angels. Oct 16'</li> <li>• Pastoral /first aider training re specific health needs facilitated by Health team.</li> <li>• LSA training re VI support-external, Oct 16'</li> <li>• LSA completion of CPD skills audit to determine individual training needs.</li> <li>• Epipen training.</li> <li>• On-going training and advice from UWS EMS SpLD/C&amp;L team.</li> </ul>
--	---	------------------	---	---

<p><b><i>Ensure all staff are aware of and plan for students with SEND to ensure their progress.</i></b></p> <ul style="list-style-type: none"> <li>• Use SIMS information to share good practice for students with SEND.</li> <li>• Embed systems for information to be shared readily with all staff, to enable them to inform teaching and learning and differentiation.</li> <li>• Ensure that all medical information is shared and acted upon according to policy.</li> </ul>	<p>SENCo/ Inclusion Coordinator RH, Curriculum Leaders FM</p>	<p>July 2017</p>	<p>Headteacher  SENCo</p>	<ul style="list-style-type: none"> <li>• Inclusion Passports/Individual, Faculty Provision Maps and Student Support Plans are regularly updated for students with SEND.</li> <li>• Action Plans developed for the autumn, spring, and summer term to inform next steps planning.</li> <li>• Updating and adapting SEN data and registers with links to student information and learning styles/needs e.g. autism, dyslexia, medical, vulnerable, SEN, MAGT registers.</li> <li>• “Lesson drop ins” and observations.</li> <li>• Access Arrangements in place for identified students.</li> <li>• LSAs provided with laptops to facilitate information sharing, and to support students in lessons.</li> <li>• LSA Focus Group embedded in school to focus teacher/ LSA liaison and to support information sharing and events: Christmas family lunch planned following staff/student fund raising.</li> <li>• Class overviews/class charts with SEND information available in all lessons.</li> <li>• All teachers have contributed to the liaison file to say how they want to deploy LSAs in their lessons.</li> <li>• All medical administration according to revised “Supporting Students with Medical Conditions” policy</li> </ul>
---	---	------------------	-----------------------------------	--

## Success criteria

- All students will be valued and included as members of the school community, recognised for their personal strengths regardless of gender, sexual orientation, religion and/or race.

• Actions to achieve the success criteria	Persons responsible for delivering the action	Timescale	Monitoring	Notes on progress
<ul style="list-style-type: none"> <li>• Assemblies to promote inclusion and tolerance of others.</li> <li>• Anti-bullying week implemented in school.</li> <li>• Establish ethos of consideration for others and having positive attitude to learning through displays, assemblies, visiting speakers, trips and visits which enhance SMSC.</li> <li>• Embed SMSC across whole school curriculum.</li> <li>• Ensure that all students with and without SEND can embrace opportunities for educational trips and visits in order to broaden their experience of other cultures and events in history.</li> <li>• Awareness sessions facilitated by Autism Outreach to address: Difference, Disability and Autism, to give greater understanding and acceptance.</li> <li>• Training facilitated by Autism Angels to address consistent approach to behaviour.</li> <li>• Displays, books and notice boards represent diversity.</li> </ul>	<p>SLT</p> <p>HM</p> <p>Form Tutors, Student Support Manager</p> <p>SLT</p> <p>Inclusion Coordinator, AA</p>	<p>July 2017</p> <p>TBC</p> <p>12/10/16</p>	<p>Associate Headteacher</p> <p>SS</p>	<ul style="list-style-type: none"> <li>• Assemblies for the full academic year planned on anti-bullying/different cultures/diversity/drug awareness/young carers, disability.</li> <li>• Student Council contributes to awards evening.</li> <li>• A2L rewards system and celebration of success.</li> <li>• Lesson plans demonstrate opportunities for SMSC.</li> <li>• Educational visits to Italy, Poland and France,</li> <li>• Residential Outdoor Education visit.</li> <li>• Extra-curricular activities, including sports, available and accessible to all students.</li> <li>• Use of Pupil Premium to enable student participation in activities.</li> <li>• Corridor display boards regularly updated to show achievements/success of famous people with disabilities.</li> </ul>

**Success criteria:**

- All staff confident and consistent in range of differentiation strategies and use of alternative recording. Students with disabilities confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Increased involvement of LSAs in planning and evaluation of lessons

Actions to achieve the success criteria	Persons responsible for delivering the action	Timescale	Monitoring	Notes on progress
<p><b><i>Ensure students with SEND participate equally in after school and lunch time activities.</i></b></p> <ul style="list-style-type: none"> <li>• Provide a safe place for vulnerable students to access during unstructured times.</li> <li>• Organise inclusive activities open to all students but with a particular focus on SEND. These activities will encourage social integration and constructive use of leisure time.</li> </ul>	<p>SENCO/ Inclusion Coordinator</p>	<p>July 2017</p>	<p>Headteacher  Governor  SENCo/ Inclusion Coordinator  Health and Safety Officer</p>	<ul style="list-style-type: none"> <li>• DCD (Developmental and Co-ordination Difficulties) lunch time club runs weekly for identified students and is open to all year 7 students. Developing fine motor skills to support literacy skills. Increased confidence and self-esteem.</li> <li>• Oasis Club for vulnerable students and those with SEND (but open to most students). Inclusion Coordinator identifies and collaborates with LSA team to support these students with a range of games and activities.</li> <li>• Support for homework is also available in Oasis Club.</li> <li>• Buddy Club</li> <li>• Social Skills Group as necessary.</li> <li>• Craft Club</li> <li>• Lego Club.</li> <li>• DofE Award.</li> </ul>



<p><b>Ensure physical access for all students including those with SEND</b></p> <ul style="list-style-type: none"> <li>Adapt resources/classroom setting for students with SEND where appropriate.</li> </ul> <p><b>Ensure physical access for all staff</b></p> <ul style="list-style-type: none"> <li>By individual negotiation according to need.</li> <li>Advice from appropriate agencies e.g. occupational health.</li> </ul>	<p>SLT</p> <p>SENCo/ Inclusion Coordinator</p> <p>Subject teachers</p> <p>Occupational Health, Headteacher</p>	<p>July 2017</p>	<p>Headteacher</p>	<ul style="list-style-type: none"> <li>All of the school is fully accessible apart from the stage/school kitchen. (Adaptations could include showing the menu to a student and a peer or LSA collecting the meal).</li> <li>Resources enlarged/modified as per guidance from VI service.</li> <li>Resources and guidance from HI, Autism outreach, P.D, SaLT services re. Good practice are/is shared and implemented. Recommendations circulated to all staff in order to promote effective support and inclusion.</li> <li>Specialist resources sourced to enable students to work independently including specialist food tech equipment.</li> <li>Individual Health Care plans in place for students where appropriate.</li> <li>Risk Assessments in place for students where appropriate.</li> <li>Students screened for visual stress as necessary.</li> <li>SpLD resources available in all classrooms.</li> <li>Technology enhanced learning resources available to support participation e.g. word processors, Kindles, voice recognition software, text readers.</li> <li>Disabled toilet facilities available.</li> <li>Lift in swimming pool.</li> </ul>
---	--	------------------	--------------------	--

<p><b><i>Develop system for involving LSAs in curriculum planning, teaching and learning with particular focus on the progress of students with SEND.</i></b></p> <ul style="list-style-type: none"> <li>• Class overviews/ class charts and SIMS made available to LSAs in lessons.</li> <li>• Further embed joint teacher/ LSA planning and evaluation opportunities.</li> </ul>	<p>SENCo Subject teachers LSAs</p>	<p>July 2017</p>	<p>Headteacher SENCo Designated Governor</p>	<ul style="list-style-type: none"> <li>• LSA timetabled for additional 30 minutes weekly to facilitate liaison with teachers.</li> <li>• LSAs have laptops to enable more immediate communication with teachers and access to relevant data.</li> <li>• Generic performance objective for all LSAs. This will be monitored and evaluated as part of the Performance Review.</li> </ul>
<p><b><i>Welcoming and accessible environment for parents, carers and community users along with other visitors.</i></b></p>	<p>Headteacher SENCo Reception and office staff</p>	<p>On going</p>	<p>Headteacher SENCo Parent and/or SEN Governor</p>	<ul style="list-style-type: none"> <li>• Clear signage internally and externally.</li> <li>• Designated disabled parking spaces.</li> <li>• Disabled toilet facilities.</li> <li>• All communication can be made available in different formats upon request e.g. orally through translation in to other languages, BSL etc.</li> <li>• Pupil and parent voice sought as appropriate.</li> <li>• The UWS SEN Information Report (Local Offer) is published on the school website.</li> </ul>