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Accessibility Policy and Action Plan

Date Written: Feb 2023

Introduction:

Willow Park School is committed to providing equal opportunities for all students, regardless of their abilities or disabilities. This policy outlines the school’s approach to accessibility in terms of the curriculum, premises, and information.

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

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and SEND Code of Practice 2014.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had 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.

**The Definition of Disability under the Equality Act 2010 states that a person has a disability if:**

*‘They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.’*

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.

Visions & Values

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Willow Park School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school:

* Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
* Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness-raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The accessibility 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.

Legislation and guidance

Willow Park School is compliant the requirements of [schedule 10 of the Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

Curriculum:

The school will ensure that the curriculum is accessible to all students, regardless of their abilities or disabilities.

All students will be provided with the support they need to participate in the curriculum, including adjustments to teaching and assessment methods, materials, and equipment.

The school will consult with students and their families to identify any barriers to access and will work to remove these barriers wherever possible.

Premises:

The school will ensure that its premises are accessible and usable by all students, staff, and visitors, including those with disabilities.

The school will take steps to improve accessibility, such as installing ramps, providing accessible toilet facilities, and ensuring that doorways and corridors are wide enough for wheelchairs.

The school will ensure that emergency evacuation procedures are in place for all students, including those with disabilities.

Information:

The school will ensure that information is provided in accessible formats, such as large print, audio, and electronic formats, to meet the needs of all students, including those with disabilities.

The school will ensure that all information is available in accessible formats on its website and in other communications.

The school will provide alternative formats, such as Braille or audio, upon request.

Conclusion:

Willow Park School is committed to providing equal opportunities for all students, regardless of their abilities or disabilities. The school will continually review and update its approach to accessibility to ensure that it remains compliant with legislation and best practice.

Action Plan

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| Aim | Current Practice | Objective | Action | By who and When? | Success Criteria |
| Curriculum | We have a broad curriculum which provides differentiation.  The curriculum is reviewed regularly to ensure the curriculum is accessible to all.  The curriculum provides opportunities for assessment to all children. | To increase awareness of disability in all children.  To ensure the school is an inclusive environment in which difference and disability is represented in resources and the curriculum. | Review assembly rota for evidence of disability awareness.  Review posters and displays around the school to determine an inclusive approach. | KP September 23 | displays in the school have some representation of disability  Children talk positively about disability.  No incidents of negative language or experience related to disability.  Provider’s offer is inclusive for all. |
| Premises | We are set on the ground floor and fully accessible to those in wheel chairs.  All corridors are wide and allow unobstructed access for wheelchair users.  There is a permanent ramp to access the building and all doorways are level, allowing full access of the building.  We have a disabled toilet and shower room. | To audit the premises annually and make recommendations/  improvements as necessary.  To continue to ensure that individual pupils have the necessary equipment to aid their access to facilities, e.g. ramps, grab rails.  To maintain outdoor surfaces to remove impediments to wheelchair users. | To conduct regular checks and complete audits to identify areas for improvement.  To complete PEEP for all students and staff when necessary and implement any adjustments. | KP September 23 | The site remains compliant with legislation and any improvements are proposed/reported to governors. |
| Communication | Our school uses a range of communication methods to ensure information is accessible. This includes:  • Use of appropriate technology within our IT structure.  • Technology is purchased to meet individual needs.  • Teachers present materials in appropriate format(s) for the pupil.  • Clear and straightforward internal signage is used  • Large print resources are available  • Pictorial and symbolic representations are used in classrooms | Ensure that the most up to date/effective technology is deployed for individual pupils’ needs.  Ensure that items of SEND equipment are in good condition and available to all pupils who need them. | Directional and emergency signage reviewed and refreshed as necessary.  Class-based staff to be aware of pupils’ needs and how best to deliver curriculum topics/activities to them.  Review technology and equipment that will support the learning of all children.  Involve parents/carers in a review of our communication with them. | KP Sept 23 | Teachers are confident in their knowledge of how to present material to individual pupils with SEND  Large print resources are available to meet pupils’ needs.  Stock of SEND equipment is in good condition and at an appropriate level.  Parents and carers are well informed about the school. |