

WROTHAM SCHOOL

**Accessibility Policy**

**Approved by the Governors Health and Safety Committee on**

**5th March 2020**

**Wrotham School Accessibility Policy (September 2019)**

This policy is written in accordance with the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001. This policy addresses the disability discrimination duties and the planning duties of the DDA

We are committed to providing an 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.

Wrotham School follows the Disability Discrimination Act 1995 (DDA) in not having any discrimination against either current or prospective disabled pupils or employees in their access to education.

Wrotham School was built in the 1960s with some buildings from earlier and others added as late as 2001. These buildings were not designed with disabled students in mind. Wrotham School plans to increase over time the accessibility of the site for disabled people in line with the culture of inclusion currently prevalent in education.

The governors are mindful they will do what is reasonable and financially viable to assist inclusion.

Adaptations are needed to existing buildings and entrances to improve access for pupils in wheelchairs. Where specialist equipment is needed to facilitate a child’s education Wrotham School would liaise with LEA and Health Authorities to provide the best possible support. Children with disabilities are admitted into Wrotham School following a case conference with all stakeholders to ensure access can be gained to the curriculum.

**Wrotham School’s Accessibility Plan aims to:**

1. Increase access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. The action points outlined below are subject to the necessary funding being made available.

2. Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.

**ACCESSIBILITY POLICY FOR ALL PUPILS, STAFF, PARENTS AND GOVERNORS**

This policy has been developed by the Staff and Governors at Wrotham School. It is written in accordance with the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001. This policy addresses the disability discrimination duties and the planning duties of the DDA

**DEFINITION OF DISABILITY**

Disability is defined by the Disability Discrimination Act 1995 (DDA): “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.”  
This definition covers physical disabilities, sensory impairments (e.g. sight/hearing) and learning disabilities.

**KEY OBJECTIVE**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, staff, governors and parents with a disability.

**PRINCIPLES**

* not to discriminate against disabled pupils and parents in their admissions and exclusions, and provision of education and associated services.
* not to treat disabled pupils, staff, parents and governors less favourably.
* to take reasonable steps to avoid putting disabled pupils, staff, parents and governors at a substantial disadvantage
* to publish an Accessibility Plan.
* 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 2000 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.

**RESPONSIBLE BODIES HAVE TWO KEY DUTIES:**

* not to treat disabled pupils less favourably.
* to make reasonable adjustments to ensure that disabled pupils and disabled prospective pupils are not put at a substantial disadvantage.

**THE LESS FAVOURABLE TREATMENT DUTY**

This duty requires the responsible body to address 3 questions when determining whether unlawful discrimination has taken place:

* Is the treatment related to the child’s disability?
* Is the treatment less favourable when compared with a child to whom that disability does not apply?
* Can the less favourable treatment be justified?

Less favourable treatment may be justified if it is the result of a permitted form of selection in relation to admissions, or if it is for a reason that is material and substantial i.e. there has to be a clear connection between the reason given and the circumstances of that particular case. Less favourable treatment may not be justified if a reasonable adjustment could have been made but wasn’t.

**THE REASONABLE ADJUSTMENT DUTY**

This is an anticipatory duty and requires the responsible body to consider:

* What might constitute as a substantial disadvantage?
* Does the duty apply to all disabled pupils?
* Is there a breach of duty to an individual?

There is also a requirement to keep policies, practices and procedures under continuous review, and a formal review is undertaken by the Governors annually. The Governors may take into account:

* Standards
* Resources
* Costs
* Practicality
* SEN provision
* Health and Safety
* The interests of other pupils

There are two exemptions from the reasonable adjustments duty which are the provision of auxiliary aids and services, as this is met through the SEN framework and the physical adaptations to buildings, which are developed in a strategic way over time and covered by the planning duty.

**THE PLANNING DUTIES:**

The planning duty requires Schools to produce written accessibility strategies and plans. Schools are required to plan for:  
Increasing access for disabled pupils to the school curriculum.

* This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. Improving access to the physical environment of the school.
* This covers improvements to the physical environment of the school and physical aids to access education. Improving the delivery of written information to disabled pupils.
* This includes planning to make written information available to disabled pupils e.g. handouts, timetables, textbooks and information about School events.

**ACCESSIBILITY AUDIT**

Following an accessibility audit undertaken by the Headteacher and supported by the AEN Governor and the buildings advisory service (KCC approved), we have developed an Accessibility Plan with short term, medium term and long term targets covering a period of 5 years.  
Targets address inclusion with regards to the building, teaching, organisation, and staffing, and the associated costs will be incorporated into current and future budget commitments, using both delegated and devolved funds.

**ACCESS TO THE CURRICULUM**

Although we endeavour to consider the needs of a range of disabled children it is likely that children with learning disabilities will have the greatest barriers to access and the majority of such will have access provided through the statement of SEN. In our delivery of the National Curriculum we ensure that suitable learning challenges are set, we respond to pupil’s diverse learning needs and we overcome potential barriers to learning and assessment.

External agencies are used to provide support i.e. individual pupil assessments and staff training. The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Training is identified as part of ongoing school self-evaluation and performance management procedures. Training for all teaching staff and teaching assistants is linked to the School Improvement Plan (SIP) and Performance Management objectives.  
The Head teacher and the SENCO undertake regular monitoring using a variety of strategies i.e. classroom observations, talking to pupils and scrutiny of data, planning and pupil’s work.

**ACCESS TO THE PHYSICAL ENVIRONMENT**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.  
Currently all areas of the curve block are accessible but the 2 floors upstairs in M Block and Upstairs Art block are not accessible. The disabled toilet is located centrally.

Where upper floors are not accessible in older parts of the building and retro fitting accessibility features such as lifts is not reasonably possible, arrangements are made to accommodate staff, students and visitors on the ground floor or in newer buildings with full accessibility.

**ACCESS TO WRITTEN INFORMATION**

Information will be made available within a reasonable time frame and take account of the pupils’ disabilities and pupils and parents preferred formats. The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

**LINKED POLICIES**

This Plan will contribute to the review and revision of related school policies,  
e.g.

* Safeguarding Policy
* SEND policy
* Equal Opportunities policy
* Curriculum policies.

**REVIEW AND MONITORING**

This policy and the Accessibility Plan will be monitored and reviewed formally on an annual basis and as and when the need arises. Copies of the plan are available on request.

**ACCESSIBILITY PLAN**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

**Our Accessibility Plan contains relevant actions to:**

* Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
* Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 after-school clubs, 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.
* The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly.
* Information about our Accessibility Plan will be published on the Wrotham School website.

The Plan will be monitored by the full Governing Body via the Health and Safety Committee.

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| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date | Success  Criteria |
| Improve and maintain access to the physical environment |  |  |  |  |  |  |
| Improve and maintain access to the physical environment |  |  |  |  |  |  |
| Improve and maintain access to the physical environment |  |  |  |  |  |  |
| Improve the delivery of written information to pupils |  |  |  |  |  |  |
| Increase access to the curriculum for pupils with a disability |  |  |  |  |  |  |

**END**