



## Accessibility Policy

<b>Approved by:</b>	Governors H&S Committee	<b>Date:</b> January 2025
<b>Last reviewed on:</b>	January 2025	
<b>Next review due by:</b>	January 2026	

## Equality Statement

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following: - Race - Nationality - Gender (including transgender). - Sexual Orientation - Disability - Age - Mental Health - Marital Status.

Discrimination and inequality can be experienced in the following ways, not exclusively: - Inappropriate or offensive language and terminology. - Cultural misrepresentation - Violence/ physical harm. - Bullying - Online Abuse - Disadvantage in all aspects of progress, care and opportunity.

When inequality or discrimination is seen or reported the school will strongly challenge and will work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

## Wrotham School Accessibility Policy

This policy is written in accordance with the [Equality Act 2010](#) and the [Special Educational Needs and Disability Act 2001](#).

This policy addresses the disability discrimination duties and the planning duties of the Equality Act 2010.

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 Equality Act 2010 in not having any discrimination against either current or prospective disabled pupils or employees in their access to education.

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.

Wrotham School was built in the 1960s with some buildings from earlier and others added in 2001, 2010 and 2020. Currently only 2 have been designed to meet the abilities of all that use the buildings, these being the Curve and the Sports Hall.

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. This will be accelerated with the school rebuild program which will replace all the older, non-compliant buildings.

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.
3. Consider future requirements as part of the school rebuild strategy working alongside the department of 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 Equality Act 2010 and the Special Educational Needs and Disability Act 2001. This policy addresses the disability discrimination duties and the planning duties of both acts.

**DEFINITION OF DISABILITY**

Disability has a broad meaning. It is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial. 'Impairment' covers, for example, long-term medical conditions such as asthma and diabetes, and fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease. A mental impairment includes mental health conditions (such as bipolar disorder or depression), learning difficulties (such as dyslexia) and learning disabilities (such as autism and Down's syndrome). Some people, including those with cancer, multiple sclerosis and HIV/AIDS, are automatically protected as disabled people by the Act. People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect on day-to-day activities.

**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 Site manager, 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.

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The full Governing Body via the Health and Safety Committee will monitor the Plan.

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						

This policy complies with our funding agreement and articles of association.