

# **WOMBWELL HIGH SCHOOL**

## **A Humanities College**

### **Accessibility Plan**

#### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

#### **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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled.

#### **Planning Duty**

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

Wombwell High School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. Increasing the extent to which disabled pupils can participate in the school's 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.
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. Improving the delivery of written information to disabled pupils and parents/carers. This will include planning to make the written information

that is normally provided by the school to its pupils, available to disabled pupils and their parents/carers.

### **Audit of existing provision**

#### **Curriculum**

- All pupils have access to a full and balanced curriculum tailored to meet the needs of individual pupils.
- Pupils have IT provision as part of the curriculum and all but two classrooms are equipped with an Interactive Whiteboard
- Audit to be carried out of curriculum areas where disability issues are covered.
- Pupils have access to TAs for physical needs in PE as necessary.
- Pupils have the opportunity to have supervision at unstructured times (break and lunchtime) through the Lunch Bunch club.

#### **Physical Environment**

- There are handrails on entrance/exit points in two blocks in school
- There are ramps on some entrances to blocks
- There is a disabled toilet on the ground floor in one of the blocks
- Driveways/paths are wide in the outside environment
- There are two disabled parking spaces with access to reception.
- Self care facilities available in the disabled toilet for pupils who are incontinent.

#### **Written Information**

- Written information is used for all home/school correspondence. Verbal communication is appropriate for parents with literacy difficulties.
- Some written information is enlarged for pupils with a visual impairment
- Pupils have the opportunity to use portable word processors enabling them write more independently.
  - Coloured paper and overlays to be used for pupils who have photoscopic sensitivity.

#### **Policies**

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's Disability and Equality Plan.

The Access Plan will contribute to the review and revision of related school policies, for example the D&E Policy and the Individual Needs Policy.

#### **Reviewing, Monitoring and Evaluating the Plan**

1. Adequate resources will be allocated to enable implementation of the plan.
2. This plan will be kept under review and revised as necessary. The Governors will achieve this through annual meetings.

3. The plan will be subject to monitoring by OFSTED during inspections.

Date written June 2010

Date of Review June 2011

Member(s) of staff responsible : AM/JOR

Governor(s) responsible :

Approved by the Governing Body on .....

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	<u>TARGETS</u>	<u>STRATEGIES</u>	<u>OUTCOMES/ SUCCESS CRITERIA</u>	<u>TIMESCALE</u>	<u>GOALS ACHIEVED</u>
<b>Short Term</b>	To ensure that all staff understand their role in supporting pupils with a disability.	Disability and Equality Plan and INSET to delivery to all staff.	There will be an increased understanding of the definition of disability and more issues about disability in planning.	December 2010	
	School to audit the number of pupils with disabilities who take part in after school activities and trips.	Audit will be taken and key staff will be given specific information about the pupils who attend.	Staff will be told to positively encourage all pupils to attend clubs and a second audit will be taken.	December 2010	
	To ensure that staff are providing support for those pupils who have a disability in the classroom environment (whether this is a physical aid or modifying behaviour.)	Through lesson observations and learning walks, we will observe and offer support to staff regarding the use of resources and aids to support pupils.	Staff will use resources and aids to support pupils with disabilities consistently. (As observed through observations.)	Feb 2011	
	To seek knowledge of current provision/best practice for pupils with a disability.	IN staff to visit ALCs for provision.	IN staff to feedback to working party for ALC and support in ideas for the newbuild.	Dec 2010	

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	To provide teaching on ground floors for all pupils who require wheelchair access so that their curriculum is not interrupted and that they have their full entitlement.	WM/AM to look at timetabling and the needs of pupils who may require increased access.	Pupils will be able to have lessons on a ground floor and teachers will move to accommodate the needs of these pupils.	September 2010	
<b>Medium Term</b>	To develop wheelchair access to all blocks in the school (including ramps for entrances and access through corridors on the first floor.)	AM to liaise with DS/CW re budget.	Access will be increased and it will be easier for pupils to move around the site.	April 2011	