

WILLIAM EDWARDS SCHOOL

Name of Policy:

Accessibility Plan 2021

Issue Status: -

Date	Issue	Comment
01.09.14		
21.10.15		Revised
19.02.18		Revised
26.09.20		
30.09.21		Revised

ACCESSIBILITY PLAN 2021 : Meeting Disability Needs

Context :

Schools are required to produce an **Accessibility Plan** for :

- increasing the extent to which disabled students can participate in the curriculum – this is whole school level, not just teaching and learning but after school clubs, leisure and sporting activities and school visits;
- improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of information to disabled students which is provided to students who are not disabled - taking into account views of students and parents .

Information about the Accessibility Plan must be published in the annual report to parents. There is an overlap with the school's special educational needs policy. Special educational needs provision is something additional to or otherwise different from normal provision. The Accessibility Plan goes beyond SEN. Its aim is to increase inclusion.

There are two parts to the disability provisions in the new legislation. The 'discrimination' part requires schools to take **reasonable** steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken now and schools must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments is likely to be found in good practice. The second part, the planning, looks to **improve** access over time.

Once the Plan has been published the school has a duty to implement it and allocate adequate resources to it.

The definition of disability in the Equality Act 2010 is :

'A physical or mental impairment that has a substantial, long-term, adverse effect on a person's ability to carry out normal day-to-day activities. Some specific medical conditions – HIV, multiple sclerosis and cancer – are all considered as disability regardless of their effect.'

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and can include hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised 'protected characteristics' conditions such as ASD / Aspergers and ADHD. Some, but not all, of the children will have special educational needs.

The aims of the Act and the Code of Practice 0-25 (2015) are to encourage inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce the possible impact.

Our Plan will consider improving access for all these areas over time.

Plan for 2021/2022

	Action / Commitment	Timescale and implementation
Improving access to the curriculum	<p>Whole school awareness of barriers to learning for vulnerable pupils / understanding of SEND/PP support mechanisms.</p> <p>Differentiation and curriculum access using WES pedagogy to deliver quality first teaching</p> <p>‘Catch Up’ plan post lockdown, and school focus on marking & feedback to enable all pupils to access progress frameworks</p> <p>Embedding of range of appropriate interventions for pupils</p> <p>Homework</p> <p>Introduction of new SRE curriculum & use of BrightMinds survey annually</p> <p>Ongoing review and development of the curriculum design and delivery to meet the needs of all learners, including new specifications & assessment model</p>	<p>Edukey support plans and SEND Hub in place; half termly focus CPD for staff</p> <p>T&L Group – CPD and hub area; Consistency Guide; Instructional coaching & Trauma/Attachment approaches</p> <p>Learning Enhancement Plan; NTP tutoring & Brilliant Club / TalentEd; Implementation of Google Classrooms</p> <p>SEND adapted curriculum; range of GCSE & BTEC options; Vulnerable Pupils Team & interventions; Use of Impress the Examiner</p> <p>Use of Google Classrooms; provision after school for supervised homework on site</p> <p>Spiral curriculum for SRE, PSHE, SMSC & BV – timetabled lessons & focus days – working with School Wellbeing Service & Brook</p> <p>Cultural Awareness development group –student voice leadership group: initial focus on curriculum audits / reviews & CPD for staff.</p>
Improving access to the physical environment	<p>School building & grounds improved post lockdown</p> <p>Toilets passes / medical register</p>	<p>Ready for September 2021 start</p> <p>Access to first aid toilet and medical support for ongoing conditions Medical register informs staff about any physical restrictions</p>
Improving access to information	<p>Develop the use of the school website to increase the amount and type of information available to parents and pupils</p>	<p>New website September – ongoing improvements</p> <p>RSE survey carried out summer 2021</p>

	<p>Parent forums currently suspended due to Covid, but parent feedback being sought through surveys</p> <p>Seating plans monitored (Covid reasons as well as behaviour & safeguarding)</p> <p>Parent access to behaviour points</p> <p>Pupil access to information</p>	<p>Risk assessments for injured pupils will lead to room swaps where appropriate</p> <p>Class Charts introduced September 2020 – with parent access from September 2021</p> <p>Parent hub being developed – learning strategy Loom presentations and use of National Online Safety presentations</p> <p>ClassCharts module used from September 2021</p> <p>TV screens in shared areas</p> <p>Google Classrooms</p> <p>TooToot – safeguarding app enabling pupils to report issues</p> <p>Unifrog – pupil access to high quality careers IAG and personal development tracking</p> <p>Student Voice activities & feedback</p> <p>Assemblies – House & Whole School</p> <p>Tutor messages</p> <p>Student newsletter introduced October 2021</p>
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