

# WILLIAM EDWARDS SCHOOL

Name of Policy:

## Accessibility Plan 2023

Issue Status: -

Date	Issue	Comment
01.09.14		
21.10.15		Revised
19.02.18		Revised
26.09.20		
30.09.21		Revised
30.09.22		Revised
24.07.23		

## ACCESSIBILITY PLAN 2023 : 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/carers .

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 2023/2024

	Action / Commitment	Timescale and implementation
<b>Improving access to the curriculum</b>	<p>Whole school awareness of barriers to learning for vulnerable pupils / understanding of SEND/PP support mechanisms.</p> <p>Curriculum development to ensure 'adaptive teaching' as a means of equal access of the curriculum for all</p> <p>Reading recovery focus on entry for Yr 7</p> <p>Use of external providers to enhance capacity for targeted pupil academic intervention</p> <p>Whole school feedback and homework strategy to enhance pupil performance</p> <p>Embedding range of appropriate interventions for pupils</p> <p>Providing pupils with resources which are 'reasonable adjustments'</p> <p>Reducing health risks to pupils and adults on site</p>	<p>Edukey support plans and SEND Hub in place; half termly focus CPD for staff ; staff briefing foci</p> <p>T&amp;L Strategy; Lead Practitioners' role in delivering regular CPD based on curriculum delivery across the academic year</p> <p>Targeted reading tutoring – Term 1</p> <p>Brilliant Club, Elevate</p> <p>September 2023 is year 2 of new strategy – linked to classroom pedagogy model &amp; ongoing curriculum development</p> <p>Spiral curriculum for SRE, PSHE, SMSC &amp; BV – timetabled lessons &amp; focus days – working with external providers extensively</p> <p>Tiers of need identified in areas of behaviour &amp; safeguarding – interventions in place to ensure inclusivity</p> <p>Reader pens / coloured paper / Access arrangements – extra time, use of laptop/scribe, reader, prompt, rest breaks</p> <p>Emergency epipen and defibrillator systems in place</p>
<b>Improving access to the physical environment</b>	School building & grounds improved post lockdown	Forest School development; display around school; use of screens to disseminate information and engage pupils; additional seating area on top playground; static food delivery unit in under cover area

	Toilets passes / medical register	Access to first aid toilet and medical support for ongoing conditions Medical register informs staff about any physical restrictions & support mechanisms
	Corridor lighting improvements	Upgraded lighting to LED and on sensors
	Breaktime access to food outlets	Canopies built to make the facilities accessible regardless of weather
<b>Improving access to information</b>	Develop the use of the school website to increase the amount and type of information available to parents and pupils	Website review streamlined navigation of site, and material has been updated Parent information /support area has been extended
	Parent information sessions booked with outside providers	October 2023 – Teen anxiety / emotion coaching November 2023 – Contextual safeguarding January 2024 – Online safety / Cyber bullying March 2024 – Substance abuse & risky behaviours April 2024 – Supporting your child through exams / stressful situations
	Parent safeguarding newsletters	Introduced from January 2023 – monthly diary of topics set for 23/24 linked to pupil assemblies / PSHE programme
	Parents SEND / learning support	Area on website to be further developed giving parents instant access to 'bite sized' evidence based information
	Parent access to behaviour points	Classcharts app was developed for parent use, from September 2022 parents had access to attendance & behaviour data  Further development to be done regarding Communication module

	Pupil access to information	<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 CEIAG and personal development tracking</p> <p>Pupil Voice activities &amp; feedback</p> <p>Assemblies – House &amp; Whole School</p> <p>Tutor messages</p> <p>House newsletter</p> <p>Pupil friendly safeguarding information</p>
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