



William Brookes Academy Trust

Accessibility Policy

Updated October 2016

William Brookes Academy Trust is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions. This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.



***Accessibility Policy
William Brookes Academy Trust
(October 2016)***

This policy is due for review in 3 years

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Framework for Accessibility Policy

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

This policy will be used in conjunction with the following school policies and procedures:

- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy
- Admissions Policy
- Behaviour for Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- School Improvement Plan

Introduction

William Brookes School recognises its duty under the Equality Act 2010, Schedule 10. The Equality Act simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination,
- indirect discrimination; or
- discrimination arising from disability harassment

William Brookes School will not treat disabled students, staff or visitors less favourably; and will take reasonable steps to avoid putting any disabled person at a substantial disadvantage. William Brookes School is committed to and has high ambitions for all its students, responding to the diverse needs and expecting them to participate and achieve in every aspect of school life. William Brookes School will make every reasonable effort to ensure equal opportunities for staff, students and visitors, making realistic allowances for their individual circumstances. The school is focused on removal of any barriers restricting students from achieving their full potential. All students should be able to access the curriculum regardless of disability. The school is a purpose built building which has taken into account the need for access to all.

This plan sets out the proposals of the governing body of the school to improve access to education for students with disabilities:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing to students who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary – see Appendix A for a table illustrating actions undertaken by the school to address issues arising.

- 1. The Plan (using information from student data and school audit)**

The school's priorities for the development of information and data to support the school's accessibility plan are:

 - Utilise and expand the existing school databases to include all relevant information is recorded and accessible to appropriate staff and agencies;
 - Identify all staff and students' various disabilities and impairments to ensure adequate and suitable provision for all is provided;
 - Consult with students, parents and outside agencies to agree adequate provision for individual student's needs;
 - Issue students and their parents with a questionnaire, inviting them to evaluate the provision for the child/ren;
 - Use feedback from questionnaires to develop the plan further

- 2. Improvement for Disabled Students for Increasing Participation and Access to the Curriculum**
 - Continuing to encourage high expectations among staff and students
 - Linking provision to School Improvement/Development Plan
 - Investigating and further utilising staff expertise
 - Developing and increasing curriculum and extra curriculum opportunities to become more inclusive to meet the needs of all students
 - Ensuring the needs of students with temporary disabilities are understood
 - Inclusion Services and 1:1 work, include support for self-harmers, bullying (victim and perpetrator), anger management, self-esteem, relationships, sexuality or any issues that makes a student feel vulnerable or emotional
 - Using specialist agencies to investigate and extend opportunities
 - Extending training for Teaching Assistants, ensuring it meets the needs of all students
 - Encouraging peer support
 - Liaising with partner primary schools, in anticipation of the admission of new students
 - Sharing information with families, by newsletter, improving the Every Child Matters context

- 3. Monitoring the Physical Environment of the School**
 - The school building currently conforms to DDA requirements in every way. The school will continue to regularly review to ensure it continues to meet the requirements of its users and legislation. The Director of School Business and Campus Manager will carry out suitable surveys regularly and will pay special attention to the requirements of students, staff and visitors in their physical inspection and maintenance.

4. Improving Access to Information

- The school is already committed to providing large print of a suitable size for all visually impaired students
- Where appropriate, other methods of providing written information will be sourced, including, if required, Braille, interpretation, amanuensis, loop-audio system and 1:1 support from Teacher or Teaching Assistant
- The seating position for students with impaired vision or hearing will continue to be managed to benefit the individuals
- Other appropriate provision will be researched if necessary, including PC equipment for physically disabled students

5. Management, Co-ordination and Implementation

- The Leadership Team will raise awareness of the Accessibility Plan with staff, students and visitors, especially the revised categories covered by the Act in relation to the needs of SEN students
- The Leadership Team will liaise with the relevant members of school staff to re-evaluate the extent of provision required, both generally and for individual students.
- Link meetings will continue to monitor this.
- Staff meetings will keep the item on agenda for regular review and update
- Student Support including Academic Support will ensure adequate information is sought, shared and acted upon
- The Leadership Team will review strengths and weaknesses of systems used in school
- Research will be gleaned from in-school committees, eg, School Council, Staff Committee, Friends of WBS, etc.
- All findings will be linked to the School Improvement Plan, allowing sufficient budget for implementation of identified strategies
- The school will liaise with partner primary schools to identify students' needs in advance of their admission to secondary school

Accessibility Plan

	Issue	What?	Who?	When?	Outcome Criteria	Review
Short Term	Obtain evidence to support access arrangements for exams	Ensure that everyday practice meets exams conditions	SPA/SWB	New software purchased September 2016 for collation of information	Teaching staff to provide evidence of class support in place	Annually
	Review of Evacuation Procedures in terms of new students	Look at needs of new students and update Evacuation Procedure accordingly	PXB	Autumn 2	Repeat Evacuation test with new procedure in place	Annually
Medium Term	Training for assessing access arrangements for students	Ensure that SENCo has full training of JCQ requirements	SPA	2016-17 academic year	SENCo can replace LJR as Access Arrangements tester	July 2017
Long Term						

