



ACCESSIBILITY POLICY

Senior member of staff responsible:	Mr P J Lowe-Werrell, Headteacher
Designated member of staff:	Mrs S Longhurst, Assistant Headteacher
Governor Committee:	Curriculum & School Improvement
Revised:	October 2021
Approved by Governing Body:	November 2021
Review date:	September 2024



Mary Webb School & Science College

Accessibility Policy

Definition of Special Educational Needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (2015) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of other students of the same age; or
- b) have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Special Educational Provision

“Educational provision which is different from or additional to, that normally available to students of the same age, which is designed to help children with SEND to access the National Curriculum.”

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Our Intent

Mary Webb School & Science College is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning. The school is active in promoting an inclusive, positive environment by ensuring that every student 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 parent/carer discussions and student voice.

This accessibility policy is in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that they are appropriately challenged.

Our SEND information report (local offer) and special educational needs policy outline the provision that our school has in place to support students with special educational needs and disabilities (SEND), and the Equality information and objectives statement explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility policy provides an outline of how the school will manage this part of the SEND provision.

Please refer to our local offer and special educational needs policy for an outline of the full provision that our school has in place to support students with SEND.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance 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
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- SEND Information Report
- Admissions Policy
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Roles and Responsibilities

The governing board will be responsible for:

- Monitoring the Accessibility Policy;
- Approving the Accessibility Policy.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the local governing board;
- Ensuring that staff members are aware of students' disabilities and medical conditions where necessary;
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of;
- Consulting with relevant and reputable experts if challenging situations regarding students with disabilities arise;
- Working closely with the governing board, MAT, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCo will be responsible for:

- Working closely with the headteacher and local governing board to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times;
- Ensuring that their actions do not discriminate against any student, parent/carer or colleague.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Supporting Pupils with Medical Conditions Policy.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum

- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

Equal Opportunities

The school strives to ensure that all existing and potential students are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities.

Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and scaffold the curriculum to allow all students to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all students and potential students.

The school will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future students during school transition arrangements in order to facilitate advanced planning.

Curriculum

1. Access to the Curriculum, Information and Associated Services

All students with SEND have full access to the curriculum. This is supported by the school's specialist SEND provision and is in line with the needs of the individual and the wishes of their parents/carers.

Every effort is made to ensure that students with SEND are educated alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the student's parents/carers and liaise with the Head of Personalised Learning to ensure that other flexible arrangements are made.

The school curriculum is regularly reviewed by the Senior Leadership Team (SLT) in conjunction with the Governors' Standards and Curriculum Committee. The SENCo, as a member of the SLT, ensures that the curriculum is accessible to students of all abilities, and supports the learning and progress of all students as individuals. The school is committed to developing and increasing curriculum and extra-curriculum opportunities and that they become more inclusive and meet the needs of all students. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of all students via staff briefings, training and use of Class Charts, including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching strategies that will aid the progress of all students including those with SEND;
- enhanced training opportunities for teaching assistants to ensure that they meet the needs of all students alongside teaching staff;
- making appropriate use of all facilities and space;
- using in-class teaching assistant support effectively to ensure that the curriculum is scaffolded and differentiated where necessary;
- making sure that individual or group interventions are available where it is felt that students would benefit from this provision;
- ensuring that the needs of students with temporary disabilities are understood and managed effectively;
- the provision of additional group teaching outside the classroom will involve the SENCo liaising with the Head of Personalised Learning to provide a rationale and focus on adaptive teaching. (Parents/carers will be made aware of any circumstances in which changes have been made.);
- setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels;

- liaising with partner primary school to identify students' needs in advance of their admission to secondary school, including writing individual Learning Plans;
- listening to students' views and taking them into account in all aspects of school life.

2 Sensory and Physical Needs

The school liaises closely with the Sensory Inclusion Service to ensure that provision and funding is in place to provide bespoke support for students with sensory impairments. The ground floor of all school buildings is fully accessible by wheelchair users. Additionally, the following adaptations can be applied to meet the sensory and physical needs of individual students as appropriate:

- providing large print material, of a suitable size, for all visually impaired students;
- where appropriate, other methods of providing written material will be sourced;
- the seating position within the classroom of students with impaired vision or hearing will be appropriate to their needs and take into account lighting and acoustic needs;
- adaptations to the physical environment of the school will be accessed as appropriate;
- adaptations to school policies, risk assessments and procedures will be made to enable access;
- access to alternative or augmented forms of communication systems will be sourced as required;
- access to low vision aids will be sourced as required;
- access to specialist equipment or furniture will be sourced as required;
- other appropriate provision will be researched if necessary to support the needs of individual students;
- regular and frequent access to specialist support provided by the Sensory Inclusion Service or other external agencies.

3. Reasonable Adjustments

The school will also make reasonable adjustments for individual students who need extra provision, in addition to that which is already in place. This is to ensure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The Building and Grounds:

- wheelchair access throughout the ground floor of the school, allowing access to curriculum areas: where entrances to the school are not flat, a ramp is supplied for access;
- audio fire alarms throughout the school;
- assistance with guiding visually/hearing impaired students in the event of an evacuation of the school buildings;
- gender neutral toilet areas;

- toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Teaching and Learning:

- Conduct a testing programme to identify all students eligible for examination concessions;
- Ensure that all students eligible for examination concessions are provided with the appropriate level of support;
- Research and provide bespoke resources and equipment to support the learning of individual students;
- Timetable appropriate and trained teaching assistant deployment to meet the needs of specific students;
- Provide readers and scribes for students with visual impairments, as appropriate to their individual needs.

Methods of Communication

- Personal audio systems, laptop computers and visualizers to support identified students;
- Readers for students with visual impairments.

Monitoring and Review

This policy will be reviewed every three years or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCo.