



# Accessibility Policy

<b>Date of last review:</b>	2020	<b>Review period:</b>	3 Years
<b>Date of next review:</b>	2023	<b>Written by:</b>	SLT
<b>Type of policy:</b>	Statutory	<b>Committee:</b>	FGB
<b>Signature:</b>			

## **Introduction**

The Governing Body acknowledges its duties under the Disability Discrimination Act (1995) as amended by SENDA (2001) “not to discriminate against disabled pupils in their admissions and exclusions, education and associated services”.

The definition of disability is very broad. A person is deemed to have 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” A child's ability to memorise, concentrate, learn, speak, move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may therefore amount to a disability.

Most pupils at the Wyre Forest Special School, including those with Social, Emotional and Behavioural difficulties have been or are likely to be deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

## **Key Objective**

The Wyre Forest Special School will monitor and review its operation and procedures in order ‘to reduce and eliminate barriers to access the curriculum and to full participation in the school community for all pupils, prospective pupils and adults with a disability’.

The school accepts the following principles and duties:

compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;  
not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;  
to actively seek ways to improve the school environment for current and potential users;  
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.

1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. The school provides all pupils with a broad and balanced curriculum, personalised to meet the needs of individual pupils and their preferred learning styles. It endorses the key inclusive principles in the National Curriculum:
  - ❖ compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
  - ❖ not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;

- ❖ to actively seek ways to improve the school environment for current and potential users;
  - ❖ 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.
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  3. The school provides all pupils with a broad and balanced curriculum, personalised to meet the needs of individual pupils and their preferred learning styles. It endorses the key inclusive principles in the National Curriculum:
    - ❖ setting suitable learning challenges;
    - ❖ responding to pupils' diverse learning needs;
    - ❖ overcoming potential barriers to learning and assessment for individual and groups of pupils.

This policy covers the three main strands of the planning duty:

- ❖ Improving the physical environment
- ❖ Participation in the school curriculum
- ❖ Information to pupils with disabilities

### **1. Improving the physical environment of the school for the purpose of increasing access to education and associated services.**

There is a duty to improve the physical environment in order to better meet the needs of disabled pupils and to provide physical aids to support access to education. The Wyre Forest Special School has a number of specifically designed specialist curriculum facilities designed to meet the needs of pupils with learning, physical and sensory difficulties. It provides a safe and secure environment in which pupils can maximise their learning and independence.

A wide range of specialist equipment to support the needs of disabled pupils is routinely available in the school. This includes specialist switches, touch screens, augmentative communication aids, hoists and other personal care equipment, supported seating, rise and fall tables. Low vision aids and equipment to support pupils with visual and/or auditory impairment are readily available through the specialist teaching services. Individual resource needs identified by the physiotherapy, occupational therapy or speech and language therapy service are in most cases met by the school. Wheelchairs and specialist equipment for home are provided through the NHS or Social Services.

The school will take account of the needs of pupils, staff, parents and community users with physical difficulties, sensory impairment, learning disabilities and medical needs when planning and undertaking future building projects and refurbishments of the site

and premises.

### **Actions**

*We will continue to review the building and action any issues that arise.*

## **2. Increase the extent to which disabled pupils can participate in the school's curriculum.**

The school provides for the full range of learning difficulties and disabilities. The school endeavours to ensure that all pupils have access to a broad, balanced and relevant curriculum that meets their academic, social, physical and medical needs by:

- ❖ Flexible and responsive school and classroom organisation;
- ❖ Monitoring individual timetables to ensure all pupils have access to a full range of facilities and experiences commensurate with their needs;
- ❖ Monitoring staff deployment in support of additional physical, medical, communication and/or behavioural needs;
- ❖ Close liaison with health colleagues;
- ❖ Continuing Professional Development and induction procedures for all staff;
- ❖ Monitoring access to the wider curriculum including leisure, sporting and cultural activities or school visits and after school activities.
- ❖ Ensuring curriculum flexibility recognises and responds to different learning styles.

Pupils with very high levels of disability may follow individual adapted timetabling but care will be taken to ensure that this is a response to individual needs rather than organisational expediency.

### **Actions**

*The school will continue to monitor access to all the activities provided for pupils as identified in the School Improvement Planning process. (For example the provision of additional music therapy or horse riding to support the most disabled pupils).*

## **3. Improving the delivery of information to pupils with disabilities.**

We will take account of the communication needs of learners, parents, staff and the community and will utilise a variety of communication formats including, objects of reference, signs and symbols to ensure that all pupils understand what is required of them and can understand the curriculum as it is presented. Full use is made of augmentative communication strategies as appropriate to individual pupils. General notices to pupils and displays are always presented using key words and symbols. The school will ensure that its commitment to supporting expression of "Pupil Voice" is generalised in all activities.

### **Actions**

*The school will continue to develop Total Communication strategies and maintain openness to alternative formats. It will maintain the ICAN award.*

## **Linked Policies and Plans**

This Plan will contribute to the review and revision of related school policies, e.g.

- ❖ School Improvement Plan (including staff development)
- ❖ SEN Policy
- ❖ Equal Opportunities Policy
- ❖ Curriculum Policies

## **Monitoring**

The school recognises that monitoring is essential to ensure that no pupils are being disadvantaged. As part of its School Improvement Planning processes information will be collected and analysed in relation to:

- ❖ Admissions
- ❖ Access to additional provision
- ❖ Attainment
- ❖ Achievement
- ❖ Attendance
- ❖ Exclusions

The school will also monitor information about selection and recruitment of staff and Governing Body representation.