

# Accessibility Plan

## Highworth Warneford School



**Delegated by Governing Body to:** Headteacher **Date:** January 2023

**Next review due by:** January 2026 or sooner if necessary

### Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan.....	4
4. Monitoring arrangements .....	6
5. Links with other policies .....	6

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. To this end, we will:

- Promote equality of opportunity between disabled persons and others
- Eliminate discrimination that is unlawful under the Disability Equality Act
- Eliminate harassment of disabled persons in any form
- Promote positive attitudes towards disabled persons, exclude any demeaning representations and provide for their full recognition within the school community
- Encourage participation of disabled persons in public life whilst respecting their wishes not to participate in activities against their will
- Take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



### 3. Action Plan

Objective	Actions to be taken	Timescale	Monitoring/Success Criteria
<p>Increase access to the curriculum for students with a disability</p> <p><b>Headteacher/ SENCO/ Deputy (Curriculum)</b></p>	<ul style="list-style-type: none"> <li>• Ensure that SEN Passports are provided for all relevant students, making sure that their views (and that of their parents) are taken into account. These are disseminated effectively and actions/reasonable adjustments taken into account by all involved e.g. adapting teaching materials.</li> <li>• Provide advice and training for relevant staff where specific issues arise e.g. students with hearing difficulties.</li> <li>• Ensure that all new curriculum decisions and policies take into account the needs to students with disabilities e.g. when deciding on a new course, consider what adjustments might need to be made.</li> <li>• Ensure that all students are able to access co-curricular opportunities by making reasonable adjustments where needed.</li> <li>• Encourage all students to take on appropriate leadership roles e.g. School Council</li> </ul>	<p>Ongoing</p>	<p>Monitor progress and behaviour of these students using reports and Class Charts.</p> <p>Monitor actions/adjustments to ensure they are being adhered to.</p> <p>Each response should be individualised to ensure the best possible response.</p>
<p>Improve and maintain access to the physical environment</p> <p><b>Headteacher/ Business Manager</b></p>	<ul style="list-style-type: none"> <li>• Manage student timetables to ensure access to rooms and specialist equipment e.g. use ground floor rooms only.</li> <li>• Complete risk assessments for students where specific issues arise to ensure access does not compromise their safety or well-being.</li> <li>• Consider other reasonable adjustments as needed and/or requested.</li> <li>• Ensure that all significant capital projects have due regard to the needs to students, staff and others with disabilities e.g. CIF bids</li> </ul>	<p>Ongoing</p>	<p>All access issues are dealt with as funding allows.</p>

<p>Improve the delivery of information to students with a disability</p> <p><b>Headteacher</b></p>	<ul style="list-style-type: none"><li>• Ensure that all school information is available in alternative formats e.g. High Visibility option for the school website</li><li>• Consider other approaches on a case-by-case basis</li></ul>	<p>Ongoing</p>	<p>All requests for alternative formats are dealt with promptly</p>
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher, who has been given delegated responsibility for this task by the Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				

Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				