



Accessibility Plan

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Policy Review

| Last reviewed | By who | Next review |
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Whickham School Accessibility Plan

The Accessibility Plan considers the needs of all people with disabilities as stated in the Equality Act (2010). This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the Department for Education (DfE).

Definition of Disability

Disability is defined by the Equality Act 2010. The Equality Act (2010) states that a person has a disability if they have a physical or mental impairment that has an adverse, substantial and long-term negative effect on his or her ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments such as those affecting sight and hearing as well as learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Therefore, physical or mental impairments can include:

- Learning difficulties
- Physical difficulties
- Sensory difficulties
- Long-term medical difficulties
- Speech, language and communication difficulties
- Emotional and behavioural difficulties
- Mental health difficulties

School Information

Whickham School is committed to providing buildings which are suitable and sufficient for educational purposes irrespective of special need or disability.

The school will continue to improve where and when possible, to improve the layout and accessibility of all areas of the school estate.

Following the recent Priority School Building Programme site accessibility has improved significantly. Car parks are provided with disabled car parking bays and site level changes are now covered with compliant ramps. There are wide corridors throughout the main building, with stairwells having disabled refuge points, and emergency disabled refuge phones in case of fire/emergency evacuation. There are disabled toilets/facilities located

throughout the new building, and are fitted with emergency alarms that are linked to the fire alarm panel near the main building entrance. Main entrance / exit doors have push button access to aid ease of access. Hearing loops are present in the main reception. Teaching areas are spread over four floors, with the added benefit of a lift that is suitable for wheelchair users/people with mobility difficulties to fully access the new modern curriculum areas.

Aims of the school plan

- To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, staff, parents, visitors and other building users.
- Where it is possible to seek to improve the school environment to allow increased use of school resources and services by disabled staff, pupils, visitors and all other building users;
- Where possible we will aim to meet the needs of all pupils currently on roll and any prospective pupils with disabilities;
- Ensure that the curriculum is differentiated to meet the learning of pupils with disabilities, setting personalised targets for those pupils;
- Ensure that appropriate support is given to all pupils with disabilities and staff who work with those children are fully aware of needs or seek specialist advice through the SEND team

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To ensure the building and premises are accessible to all users, including staff, pupils, parents/carers and visitors.
- To link with the Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

Aims

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEND policy;
2. The school recognises its duties under the Equality Act:

- Eliminate unlawful discrimination, harassment and victimization;
 - Advance equality of opportunity between different groups; and Foster good relations between different groups.
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
 4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
 5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
 6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to:
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improve the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
 7. The school provides all pupils with a broad and balanced curriculum, differentiated, scaffolded and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
 - Introducing timely, evidenced based interventions for those that experience barriers to learning.

Management and Monitoring

The school will ensure accessibility planning forms part of the annual development planning strategy for the school estate taking account of any improvements that can be made to meet the changing needs of pupils with disabilities as and when resources are available.

The school will monitor the extent to which pupils with disabilities are fully able to access the school curriculum and the SEND team will ensure that those pupils receive the appropriate levels of support to allow full access to the curriculum.

Action Plan

This Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | Current Good Practice | Objectives | Actions | Person Responsible | Date for completion of actions | Success Criteria |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>We modify the curriculum to support SEND learners</p> | <p>To screen all Years 7, 8 and 9 reading ability to inform identification and support strategies including assessment for exam access arrangements.</p> <p>Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and teaching and learning are appropriate and updated as required. Transition information disseminated to staff.</p> <p>Create Person Centred Plans that</p> | <p>Conduct audit of extent to which curriculum resources include examples of people with disabilities</p> | <p>DC</p> <p>APU</p> <p>APU</p> | <p>Sept 22</p> | <p>Students requiring additional support are identified and supported. Exam Access Arrangements are put in place to support students with SEND.</p> <p>Appropriate</p> |

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| | <p>- e.g. location of lessons and the accessibility of the resources used.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> | <p>consider the barriers to learning that students with disabilities face and use in and out of class support to meet those needs.</p> | | | | <p>support strategies are identified and implemented. There will be increased opportunities for students to be included in learning activities. Relevant monitoring will take place and adjustments made as appropriate.</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>Where possible, the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> · Ramps · Elevators · Corridor width · Disabled parking bays · Disabled toilets and changing facilities | <p>To ensure all pupils can access all learning spaces as and when required</p> <p>To ensure safe movement throughout the school estate</p> | <p>Complete annual inspections to ensure the present building environment is maintain in good condition and consider accessibility issues when planned refurbishments and new projects</p> | MU | Sept 22 | <p>The school environment meets the needs of all building users</p> |

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| | -HI Pagers for fire alarms | | | | | |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> · Internal signage · Large print resources · Induction loops in the main building on ground floor + portable transponder equipment. · Pictorial or symbolic representations | <p>To encourage positive attitudes through developing inclusion in activities- positive visual images and visible role models.</p> <p>Review of website needed in terms of DDA compliance</p> <p>Explore potential of interactive whiteboards to adjust colours / size of text, etc to meet individual accessibility needs.</p> | <p>Visual displays to celebrate diversity.</p> <p>Planning for participation in activities with regards to inclusion and health and safety. Eg Work experience, college visits, etc.</p> | DC | Ongoing | Positive attitudes promoted.- |