

Accessibility plan

The Wensleydale School and Sixth form



**THE WENSLEYDALE SCHOOL
& SIXTH FORM
LEYBURN**

Approved by: Governing Body **Date:** July 2023

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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 pupils with disabilities can participate in the curriculum

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school endeavours to identify and remove barriers to learning whenever possible;

The physical nature of the building aids accessibility – the design incorporates single lift, disabled toilet, and easy access fire doors; as well as specialist fire safety points. The school increases and promotes access for disabled pupils to the school curriculum by making appropriate adjustments as required, for example where classrooms are replicated on different levels classes are timetable on the ground floor to meet need. All staff are expected to differentiate work effectively to suit students with a wide range of different needs;

Teaching and learning is adapted to recognise different routes to achievement; Students with SEND are encouraged to access the wider curriculum of the school such as participation in enrichment clubs, leisure and cultural activities or school visits and adaptations are made to facilitate this as far as is possible; Equally, the school endeavours to ensure that written information is accessible to disabled students and their parents / carers. Examples include providing visual timetables for students who need them, producing copies on coloured paper or accessing extra size books for visually impaired students; Parents / carers are welcome to contact school via 'phone, email or letter to discuss any issues or concerns.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Regular review of curriculum to ensure full accessibility • High expectations of all students • Introduction of specialist courses for targeted students (where appropriate). Year 7 on entry • Increased staffing to allow smaller classes in lower sets. • Individualised timetables in Years 10 and 11 • Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases) • Personalised Learning & Assessment for Learning • Range of Learning and Teaching strategies facilitated by high-quality ICT • Deployment of auxiliary aids and personnel (SEN department) • Information and training for staff (SEN department + outside agencies) • Core department LSAs appointed, with specialist training. Training updated and provided on a needs basis <p>The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS</p>	<p>Yearly</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>Appropriate time</p> <p>Ongoing</p> <p>On going</p> <p>On going</p>	<ul style="list-style-type: none"> • Removal of barriers to learning and participation. • Higher achievement by all. • Fewer disaffected and under- achieving students. • Students achieve target grades/levels. • Classrooms optimally organised for disabled students. Class seating plans in all subjects • Students working at their own level and achieving their targets grades/levels • Placement is appropriate 	<p>SLT level - annually</p> <p>All staff</p> <p>As part of the Options programme, consider the needs of the year group</p> <p>All staff</p> <p>SENCO</p>
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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Improvements in lighting in all classrooms (LED) • Install handrails in key areas around the school (more than 2 steps) • Further improvements to signs • Yellow markings (paint) on all steps (look also at external step nosings) • Parking spaces (two new disabled parking spaces were provided) • External hard surfaces (loose and broken paving slabs now being repaired as soon as they are reported – skilled caretaker employed to carry out Health and Safety repairs on a daily basis) • New toilet suites have all got open doorways to enable wheel chair access and disabled toilets facilities that meet DDA requirements. <p>Dedicated Toilets for SEND medical needs and LGBTQ+</p> <ul style="list-style-type: none"> • Improved external lighting on the site <p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.</p> <p>(DfE Guidance ‘Accessible Schools’</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer 23</p> <p>Autumn 23</p> <p>Ongoing</p> <p>Summer 24</p> <p>Summer 22</p> <p>Autumn 25</p>	<ul style="list-style-type: none"> • Safer and easier access for students around the school site. • Wheelchair access – no barriers to access on ground floor • Improved level surface (tarmac), giving better surface drainage and safe accessibility. • Skilled caretaker appointed ongoing • Part of requirements of the programme to install disabled facilities • Lights installed in darker areas of the site for the evening events • Door installed • Clear access route for students and visitors • All DDA requirements met and planned for in advance 	<p>JPO for all</p>
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Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Examination papers – GCSE are modified 	Ongoing	<ul style="list-style-type: none"> Good links between exams officer and SENCO (Senior LSAs) Staff are following advice and students are receiving modified material Effective exchange of information Clear information including disabled parking availability, accessible WC provision, a portable induction loop, etc. i.e. toilets 	Exams
	<ul style="list-style-type: none"> Resource material is modified 	Ongoing		
	<ul style="list-style-type: none"> Liaison with MES/CAMHS/Ed PSych and other similar established – Psychiatric (where appropriate) 	Ongoing		
	<ul style="list-style-type: none"> Information for visitors with disabilities in writing on arrival 	Autumn 23		
<ul style="list-style-type: none"> Install some visual fire alarms (i.e. in areas where others may not be present) 		Summer 24		

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the governing board

5. Links with other policies

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

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

List any other related policies and procedures that the school has here.