



ACCESSIBILITY PLAN: 2018-2023

INTRODUCTION

1. This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on DfS guidance in "Accessible Schools: Planning to increase access to schools for disabled pupils", 2001 and 2010.

DEFINITION OF DISABILITY

2. Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities."

KEY OBJECTIVE

3. Willington School seeks to reduce and where possible eliminate barriers for pupils and prospective pupils with a disability to accessing the curriculum and to full participation.

PRINCIPLES

4. The School seeks to ensure that compliance with the DDA is consistent with Willington School's aims and with our equal opportunities policy, and with the operation of our SEN policy. Willington recognises its duty under the DDA (as amended by the SENDA):

- a. Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- b. Not to treat disabled pupils less favourably
- c. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- d. To publish an Accessibility Plan.

5. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

6. Willington recognises and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

7. Willington seeks to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework:



- a. Setting suitable learning challenges
- b. Responding to pupils' diverse learning needs
- c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

8. Education and Related Activities. Willington School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
9. Physical Environment. Willington School will seek to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.
10. Provision of Information. The School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

LINKED POLICIES

11. This Plan will contribute to the review and revision of related School policies, e.g.
 - a. School Development plan
 - b. SEN policy
 - c. Curriculum policies.

PLANNING DUTIES – DEVELOPING OUR ACCESSABILITY PLAN

12. In order to develop our Accessibility Plan for 2018-2023 we will continue to explore:
 - a. Increasing the extent to which disabled pupils can participate in the curriculum
 - b. Improving the physical environment
 - c. Improving the delivery of information to disabled pupils
 - d. Sharing resources
13. Increasing the extent to which disabled pupils participate in the curriculum will be achieved on a case by case basis by the School, SENCO, parents and external agencies collaborating to develop the best individual action plan and also by the SENCO training and raising the awareness of staff.
14. Improvement of the physical environment, access and lighting was incorporated into Phases 1 and 2 of the building works carried out in Summer 2014, Summer 2016 and Summer 2017 and will continue in Phases 3 and 4.



ACCESSIBILITY AUDIT

APPENDIX 1

Feature	Description	Actions to be Taken	Responsible Person	Completion date
No of Storeys	Currently 3, possible increase to 4 in Phase 4	Ensure Disabled access included in Phase 4	Architect/Bursar	Phase 4
Corridor Access	Corridor access generally OK but arch needs widening next to Music Room	Widen archway next to Music Room	Architect/Bursar	Phase 3
Lift	Lift Installed in 2007	Regular maintenance	Bursar/Site Manager	Ongoing
Parking	None on site	N/A		
Entrances	Steps up to front door. Disabled access at both ends of building.	Keep under review.	Bursar/Site Manager	Ongoing
Ramps	Oxford, Cambridge, Geography ramp access if required	Provide ramp from Senior Playground as required	Site Manager	Ongoing
Toilets	Disabled Toilet opposite Headmaster's Office	Convert to Disabled Toilet/Shower in Phase 4	Architect/Bursar	Phase 4
Reception Area	Steps up to front door. Disabled access at both ends of building.	Keep under review	Bursar/Site Manager	Ongoing
Internal Signage	Compact site reduces need for complex signage	Keep under review	Bursar/Site Manager	Ongoing
Emergency Escape Routes	OK from Ground Floor	Need for disabled assistance from other floors	All hosts of disabled visitors	Ongoing



ACCESSIBILITY ACTION PLAN

APPENDIX 1

Aims	Current Good practice	Action to be taken	Persons Responsible	Completion Date	Success Criteria
Increase access to the Curriculum for pupils with a disability	We offer a differentiated curriculum for all pupils.	Learning walk. Planning Overview.	LP, DC, LM	Sep 19	Updated Planning
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Resources Audit	LP, LM, KH	Sep 19	Completed
	Curriculum resources include examples of people with disabilities.	Purchase new resources	Teachers	Sep 19	New resources purchased
	Curriculum progress is tracked for all pupils, including those with disabilities.	Assessment overview approved by KB.	KB	Sep 19	Approved
	Targets are set effectively and are appropriate for pupils with additional needs.	INSET	LM	Sep 19	ISAMS Tracking Manager in use
	The curriculum is reviewed regularly to ensure it meets the needs of all pupils	Review	LP	Ongoing	
Improve and maintain access to the physical environment	The environment is adapted to the changing needs of pupils as required. This includes – Ramps, Lifts, Corridor width, Disabled toilets and changing facilities	As required	Bursar/Site Manager	As required	As required
Improve the delivery of information to pupils with a disability	We use a range of methods to ensure information is accessible. This can include – Internal signage, Large print resources, Pictorial or symbolic representation, use of colour, Sign language	Improve signage. Review resources. Colour Blindness awareness.	Bursar/Site Manager Teachers/Assistants LM/LP	Ongoing Sep 19	Braille signage introduced. New Resources purchased
		INSET. Sign language as part of PSHCEE.	LM LM		