Whitehill Community Academy
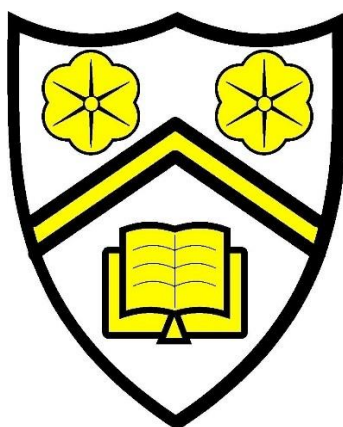
Accessibility Policy

2022-2023

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
JRoche	April 2014	Annually
JRoche	July 2017	Annually
JRoche	October 2018	Annually
JRoche	September 2019	Annually
JRoche	November 2020	Annually
JRoche	November 2021	Annually
JRoche	October 2022	Annually

Whitehill Community Academy

Accessibility Policy

"Opening minds, unlocking potential, celebrating success together"

Whitehill is committed to enabling children to be **Ready** for a journey of lifelong learning, through an exciting, challenging and engaging school experience; developing **Respectful** children who embrace diversity and individuality; becoming **Responsible** members of society and being a positive influence on future generations.

Introduction

Under the Disability and Discrimination Act the governing body have a duty to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability access plan to show how they will meet these duties.

The Disability and Discrimination Access Plan require the governing body to increase access for disabled pupils in three ways:

- Increase ways which disabled pupils can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which disabled pupils cab take advantage of education and associated services.
- Improve the delivery of information to disabled pupils and their families.

This policy includes an access action plan which sets out how Whitehill Community Academy will promote equality of opportunity for disabled people and improve access to education.

Inclusion and equality statement

Our Academy is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The Academy's Equality Policy will be followed and the use of stereotypes will always be challenged.

Vision and Values

Whitehill Community Academy is an inclusive school where the achievements, attitudes and well-being of every pupil matter. Within our school community there is a wide range of needs. In responding to these needs we aim to identify and overcome barriers to learning and set suitable learning challenges for all.

Priorities for developing our vision are:
- Increase staff awareness of what the Disability and Discrimination Act requires of them.
- Raise awareness of who is included in the term 'disabled.'
- Be aware of patterns of attendance and participation in school life.
- Identify parts of school that disabled pupils have no access to.
- Monitor participation in off- site activities and extra-curricular activities for disabled pupils.
- Analysis the attainment of disabled pupils.
- Raising awareness of disability for all pupils within our school community.

Aims and objectives of this policy
- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan has been drawn based upon the needs of the Academy and the school site, in conjunction with parents, staff and governors. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Calderdale Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness within the Academy.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:
- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the Academy, adding specialist facilities as necessary –this covers improvements to the physical environment of the Academy and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the Academy and school events; the information should be made available in preferred formats within a reasonable timeframe.

Gathering Information

There is no legal obligation for people within the school community to disclose a disability. However, we aim to make staff, children and families feel comfortable in doing so. Anyone disclosing information should feel confident that they know why the information is needed. Initially information on staff, pupil and family disability is requested on application/ admission forms.

It is our aim within the next year to gather more information about the disability of parents and carers and how we can best meet their needs. Whitehill Community Academy seeks to be accessible to all members of our school community. Parents should feel confident that their disclosure will be handled sensitively and confidentially.

Educational Opportunities and Achievements of Disabled Pupils

Information about pupils with disabilities is kept on the Academy inclusion register. This is used to help monitor patterns and trends in attainment and participation.

The Academy shares information about disability during staff meetings, where appropriate. This is so that all school staff can be aware of the needs of children as they come into contact with them around school. This helps us achieve a clear and consistent approach.

Access arrangements for pupils with disabilities are an ongoing concern. Plans are made and developed along with the needs of the children. These may include;

- Extra time with tasks
- Alternative methods of giving answers
- Adjustments to homework/ learning activities.
- Scribes
- Suitable surroundings (e.g less people)
- Support in extra- curricular activities and school trips.

Monitoring

The impact of this policy will be measured by

- Identifying change in the achievements of disabled pupils.
- Monitoring participation in extra- curricular activities.
- Monitoring participation by parents with disabilities in out of school events.
- The employment and retention of employees with a disability.
- Staff awareness of disability.

This policy should be considered alongside the school inclusion policy. Everyone has a part to play in implementing this policy. The Head of Inclusion in the Academy is Jacqueline Roche who is responsible for overseeing access issues. The policy will be reviewed annually. In reviewing this policy the views of pupils, staff and families will be gathered.

Attached to this policy is a three-year access plan. The implementation of buildings part of the access plan is overseen by the Principal and site manager. The access plan will be reviewed in November 2022 by **The Senior Leadership Team**

Whitehill Community Academy Accessibility Plan 2021-2023 improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	• Ensure the Academy staff & governors are aware of access issues ('access' meaning 'access to' and 'access from'). • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. • Ensure staff and governors can access all areas of Academy. • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges. • Check exterior lighting is working on a regular basis. • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly.	Annually, and as new children join the school Throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.

Ensure there are enough fire exits around school that are suitable for people with a disability	• Ensure staff are aware of need to keep fire exits clear	Daily	All disabled personnel and pupils have safe exits from school.
Accessible car parking	• Disabled members of staff and visitors have a place to park in the staff car park.	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.
All school visits and trips need to be accessible to all pupils	• Ensure venues and means of transport are vetted for suitability. • Develop guidance on making trips accessible	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	• Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult.
Ensure children with disabilities can take part equally in lunchtime and after school activities	• Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school. • Ensure there is a way of getting children with mobility issues/ wheelchairs to the hall, where sports clubs usually take place – including leaving school via eg: Leaps and Bounds.	As required	Children with disabilities feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	• Identify training needs at regular meetings	On-going	Raised confidence of support staff
Ensure any child with a disability can move from their classroom to the hall/dining hall.	• Make sure the corridor leading up to the hall / dining hall are clear of obstructions	On-going	Children with a Disability can get to the hall / dining hall from their classrooms