



ACCESSIBILITY PLAN

3-year period covered by the plan: May 2021 – May 2024

Plan agreed: May 2021

Plan Review: Reviewed September 2020. Full update planned January 2021.

Lead member of staff: Mrs Tina Needs

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Local Governing Committee has had three key duties towards disabled students, under Part 4 of the DDA:

1. not to treat disabled students less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled students.

This plan sets out the proposals of the Local Governing Committee of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled students can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- c) improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- The Disability Discrimination **Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission) – 2014
- Education and Inspections Act 2006
- Education Act 2011
- Keeping Children Safe in Education 2020
- The Equality Act 2010

HIGH ASPIRATIONS: *'Be the best you can be'*

WIDE HORIZONS: *'Be inspired to experience more than you thought possible'*

Warlingham School is a caring, supportive environment, where children and staff are happy, where we work with integrity and respect, and where everyone is challenged to reach their highest possible achievement.

our key values are: ***Courage, Commitment and Kindness***

We believe that Warlingham School should:

- help every student, and every member of staff, to achieve more than they ever thought possible, regardless of their starting points;
- be a community of excellence where we hold high expectations for success in ourselves and in others;
- foster an environment where individuals take responsibility for themselves and show respect for others as part of a healthy and safe community;
- value and embrace the fact that we are all different and show tolerance for the beliefs, faiths and opinions of others;
- prepare students for successful and fulfilling adult lives by giving them opportunities to experience work, volunteering and to participate in their community;
- help our students to develop into articulate, confident, courteous and considerate citizens;
- promote a love of learning by high quality and engaging teaching which delivers great learning outcomes;
- celebrate the varied achievements of all students and all members of staff.

We have a statutory duty to promote equality in all areas identified as protected characteristics in the Equality Act (2010)

All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school.

The Accessibility Plan shares objectives with the Equalities Policy and the Special Educational Needs and Disability Policy. Other relevant policies which should be referred to are:

- Curriculum Policy
- Educational Visits Policy
- Equality Policy
- Medical Conditions Policy
- Behaviour for Learning Policy
- Exclusions Guidance
- Attendance Policy
- Safeguarding Policy
- Teaching and Learning Policy

The priorities for the Accessibility Plan for our school were identified by:

- Headteacher – Mr P Foster
- SENDCO – Mrs T Needs, Assistant SENDCO – Mrs A Aldridge and LD department
- Health and Safety Officer – Mrs T Vidal
- Approved by Local Governing Committee

The specific areas covered by the Accessibility Policy are:

Increasing the extent to which disabled students can participate in the school curriculum

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities – information covered within our School Access Audit Checklist

Improving the delivery of written information to adults and students including communication via social media

Monitoring

This plan will be reviewed annually. The following actions will be taken.

- Students with a disability will be invited to discuss their experiences during the previous year. Strengths and weaknesses will be identified, and further strategies put in place to improve access – November 2020
- Parents have been contacted and their opinions sought – October 2020
- Tracking over the year will be analysed to identify where students have achieved well and where further support is required – this includes focusing on all vulnerable groups - ongoing
- GCSE results will be analysed and will include a comparison made against non-disabled students via SISRA – Summer 2021A review of the school premises will be made to identify further building requirements – Ongoing – full review October 2020
- Accessibility Plan to be reviewed annually by the Governing Body in line with legislation
- Monitor and report to governors' incidents of discrimination on grounds of disability - termly

Ensure access to a full curriculum

| Issue | Action | Lead staff | Success criteria and update |
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| Ensure that support staff are deployed effectively to meet the needs of disabled and vulnerable students | Allocate staff to meet the needs of individual students as outlined on their EHCP or at School Support All staff to be aware of students who are disabled and what support is required. Assessments completed annually. Good communication with parents/carers | SEND CO Assistant SEND CO HOH TVi Student Services | Students achieve in line with their projected targets Monitoring of lesson observations and learning walks showing positive outcomes for disabled students. Assessments show progress e.g. reading ages Parents know who to contact with regard to adaptations required A wide selection of support materials and links available on the website ongoing |
| Develop strategies to ensure a broad and balanced curriculum is available to all students | Curriculum reviewed annually to ensure all students have a broad and balanced curriculum. Adjustments agreed on an individual basis e.g. with regard to PE. All students complete a full range of GCSEs and accredited courses. Use of Student Profiles | SLT SEND CO | Students have access to a broad and balanced curriculum in KS3. All students have access to at least 8 GCSEs in KS4 Alternative lessons in place for individual students – supported and monitored. Resources are differentiated to ensure accessibility Training in place for relevant IT programmes Access to IT to allow for remote learning ongoing |
| Ensure that all students have access to extra-curricular activities/trips and visits | Provision of extra clubs for targeted students. Opportunities to take part in activities during the school day. Alternative experiences to be sort where appropriate. | HOH, | No student will be excluded from any club/trip/visit unless they physically cannot access it. Alternate arrangements for a similar activity to be arranged if appropriate. Met and ongoing |
| Poor attendance due to disability | Ensure opportunities are in place for catching up. Provide work when absence is planned e.g. for operations. Adjusted timetables agreed. Close liaison with parents/carers and medical teams. | Assistant Head Attendance Officer HOH SEND CO | Maple room used for catching up of work missed. Students miss the minimum time possible following on from illness or hospital stay. Strategies in place and teaching staff aware of extra support needed. EdLounge usage monitored. Met internally External support difficult to access |

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| | Access to external support if appropriate. | | |
| High levels of exclusion | Ensure that students are not externally excluded wherever possible. Use of maple room for Intervention work. Access to external support to avoid repetition of exclusions. | Assistant Headteacher Governors | Disabled students are not overrepresented in exclusion figures and are below the national figure. Met and ongoing |
| Ensure that students who are disabled/vulnerable are making at least expected progress | Termly tracking to check on the progress of this group of students. LD and class teachers to intervene if needed. Monitor through SISRA (SIMS) Learning walks and observations Exam concessions in place and being used | Assistant Headteacher Assessment SENDCO HOH | All disabled students to be making progress in line with their predicted targets. Ongoing monitoring of termly KAPs |
| Identifying issues following identification of a disability | Use of a risk assessment Information acted upon from occupational therapy Equipment modified or purchased Exam concessions in place Student Profiles updated | HR TVi SENDCO | All students and adults have access to the correct equipment to aid them in their day-to-day activities This includes IT and training. Ongoing |
| Ensure that appropriate training is made available to all staff | Where individual needs are identified training to be offered to teaching and support staff e.g. for a young person with a visual impairment or physical disability | SENDCO Assistant SENDCO TVi | Staff are aware of the needs of all disabled students in their care and are able to employ strategies to help them access the curriculum e.g. through use of WP, differentiated work or activities ongoing |

Improve the physical environment of the School

Please see the Access Audit Checklist – To be updated. Full review planned January 2021

Emergency Fire and Evacuation Procedures reviewed September 2020. This includes how to evacuate all students and adults from the building safely and has been updated to include any adjustments required due to Covid-19.

Improve access to information

| Issue | Action | Lead staff | Outcome/comment/success criteria |
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| Written information available in appropriate formats | Where identified ensure that written information is provided appropriately e.g. braille, enlarged papers. Emails and texts sent. Phone conversations where required. Information posted onto the website and updated regularly. Parents encouraged to let the school know if there are issues over accessibility. Improve parent access and | HOH SENDCO Exams Officer | Parents/carers receive information in an accessible format. Students have accessible materials in class and for assessments. Deadlines met for meetings and trips/activities. |
| | information via the parent portal (SIMS) | | |
| Written information provided to parents/carers is accessible and read | Current information sent to all parents/carers is reviewed by SLT and language, style, format and accessibility is checked. School templates are agreed. Text message sent out to remind parents/carers that information has been sent Information posted onto the website for further reference | Headteacher SLT MFI | Parents/carers are aware of, and can act upon, information sent out by the school. met |
| Attendance at Parents evenings/celebrations | Require a response from parents/carers to ensure information received. Phone calls made where appropriate. Make separate arrangements for access if required e.g. parking, different venue | HOH, HOH admin. | High levels of attendance at all school events. Alternative arrangements in place for those unable to attend. |
| Parent/carer need an interpreter/signer or translator | When this is known in advance the school will arrange for support to be put in place for parents evenings, tours of the school etc. Use of a transcript via Teams for meetings | HOH SENDCO | All parents/carers/adults able to access information about their child and the school. |

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| Students accessing information in and outside of school | Staff aware of needs of individual students, Support of hardware e.g. hearing links in the classroom Support for use of technology including computers. Seating plans and positioning for assemblies. Risk assessments in place. Students able to access school IT system | ALL STAFF | Students able to see, hear and access all information shared in a safe way. Students able to access information and programmes to support their learning eg Read and Write |
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All sections met and are ongoing

All students have access to every area of the school with the exception of the second floor in the main building and the top floor of the Music Block. When identified through completion of a risk assessment, adjustments to class locations are made to ensure all curriculum subjects can be accessed.