



Westborough High School

Together We Succeed

Name:	Accessibility Strategy
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Person Responsible:	M Muhammed
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Type	Non Statutory
Approval by	Headteacher
Review cycle	Every 3 Years
Approval Date	Summer 2017
Review Date	Summer 2020

Notes:

Introduction - School Ethos, Vision and Values

At Westborough High School we are committed to ensuring equality of education and opportunity for disabled students and staff.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

We believe in positive interventions, removing barriers to learning and raising the expectations of all our students.

This Accessibility Plan has due regard for the requirements as set out in the following legislation:

- SEN and Disability Act 2001 (SENDA)
- Disability Discrimination Act 2005 (DDA)
- Equality Act 2010

The planning duties of the DDA make three requirements of the Governing body which are:

- To increase the extent to which disabled students can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services where appropriate.
- To improve the delivery to enrolled disabled students of information which is provided in writing for students who are not disabled.

Admissions

Our Admissions Policy does not discriminate against disabled students. We will make reasonable adjustments to ensure that the school environment is as accessible as possible.

Students with an EHCP or Statement of Special Educational Needs can apply for a place here via the usual Kirklees Admissions Policy with the help of their SEND department. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs.

We encourage any parent/carer applying in this way to provide as much current and detailed information to the school with their application. This will allow the school to fairly assess its ability to meet their individual needs.

The school has a well-established and successful process of transition for all students from primary schools into secondary as part of the wider transition process.

The Inclusion Context - Defining Disability

The school is committed to a view of disability that is often described as the 'social model'. This takes as its central premise the belief that an individual who has a physical, sensory or mental impairment can be more disabled or less disabled by the physical and social environment that is around them.

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.

According to the Disability Discrimination Act, any impairment is treated as something which affects a person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

Mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day to day activities.

Westborough High School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme.

Disabled Staff

We ask all staff to identify any barriers that affect them and how we can plan to overcome them. The information is recorded in the personnel records.

Physical Environment

The school consists of various buildings on a large site. Some buildings are double storey construction. There are no internal lifts.

What we currently provide for the disabled in terms of buildings are:

- Two disabled toilets for people with a disability one in the main school building and one in the performing arts block on the ground floor.
- Ramp to Library
- Two designated Parking Bays for people with a disability

The School Context

Westborough High School is a multi-cultural secondary school in the maintained sector. It caters for boys and girls aged between 11-16 years.

To help make the curriculum accessible we offer:

- Individual, Local Authority funded support for students with an Education Health & Care Plan (EHCP).
- Individual and small group support from outside agencies.
- Individual & small group support delivered by our own classroom support assistants within the SEN department.
- Mentoring on a 1:1 basis for identified students.
- Whole staff training on differentiation, teaching strategies and teaching styles.
- Regular reviews to ensure access to the KS3 and KS4 curriculum.
- Extra literacy and numeracy support for identified students predominantly in KS3.
- Individual pathways for students in Years 9, 10 and 11.
- School nursing service drop-ins and appointments available to all students.
- Student Attendance Officer Service.
- Family Liaison Officer Service (School Social Worker).
- Beyond EARs listening service available to all students.
- Small group sizes for less able students in core subjects.
- Work related activity days for year 10 students.
- Work experience week for Year 10 students.
- Personalised curricula as deemed appropriate, internally as far as possible.
- Home and hospital support – children eligible for support when they have been absent from school for a considerable amount of time due to injury or illness.
- Timetable adjustments when deemed appropriate.
- Application for access arrangements to exam boards where needed.

Monitoring

This scheme will be assessed for impact in the following ways:

- Analysis of achievement data

- Analysis of attendance
- Formal and informal consultation with stakeholders (staff, students, parents/carers)
- Annual formal review of statemented students or those with EHCPs
- Consultation with School Council

Links to other relevant school policies

- SEN Policy
- Equality Policy
- Behaviour Policy
- Curriculum Policy
- Attendance Policy
- Medical Needs Policy

Annual reports/updates will be provided for Governors.

Our Action Plan

The school recognises its duty to promote disability equality and is committed as far as possible to the equal inclusion of all students in all areas of school life. This Accessibility Strategy has been produced dividing the actions into four categories.

1. Premises and Environment
2. Policies and Initiatives
3. Using data to ensure inclusion and impact
4. Access to the Curriculum

Accessibility Strategy

	Activity/resources	Responsible	Timescale	Outcome/comments
Collecting views to inform strategy	Collect views of pupils on SEND register and Medical Register through pupil interviews and/or reviews.	CLO / RW	<p>In place and ongoing</p> <p>EHCPs as per calendared schedule kept by SEND administrator</p> <p>Full reviews of SEND support plans are conducted throughout the year.</p>	<p>Initial data collected prior to transition and updated as required throughout the year</p> <p>Re: SEND reviews. In addition to these full reviews, informal reviews take place additionally over the course of the year.</p>
	Send out/collect in questionnaires to parents.	HOY	<p>Ongoing</p> <p>At all Parents' Evenings</p>	Questionnaire on admissions application and Year Teams during calendared parent evenings. Support is given to families with EAL or other difficulties as required to fill in the questionnaire

Revise admissions pack to include questions for parents of children with disability/medical conditions.	CLO / RW	Ongoing – continually reviewed	Admissions application form updated continuously to account for any changes. Health Plans in place and updated annually unless circumstances change Risk assessments carried out as needed
Collect views of disabled users of school with a specific focus on communication. Direct contact with known parents.	All staff particularly: HOY, Asst HOY, CLO, RW	In place and ongoing HOY during parents' evenings and CLO/RW SEND reviews	Families are contacted when there is any change to health status to ensure accessibility and health and safety requirements are met
Keep staff updated in terms of information sharing, training and collection of their views.	CLO / RW	In place and ongoing RW during calendared CSA meetings Staff training	Staff are aware of the disabilities of students on roll and make appropriate accommodation within their roles. CSAs meet and voice recommendations as appropriate. CLO/RW gives CPD periodically
Discussion with parents and students at Parent's Evenings, support plan reviews, etc.	All Teaching Staff	In place and ongoing.	Any special access or other requirements needed arranged. Translators and signers as needed.

	Include question on parents evening questionnaire relevant to those who have children with a disability	HP	Parents evening as above.	
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	Activity/resources	Responsible	Timescale	Outcome/comments
Premises and Environment	<p>The school buildings are the responsibility of the Governors and the Trust. The premises team carry out an audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school.</p> <p>The LA also undertake an accessibility plan report for the school.</p>	Business Manager and Premises Team	<p>All checks are carried out by the Premises Team. Daily, Weekly, Monthly.</p> <p>Annual checks by LA and grounds conditions during the year. The school also undertakes a full survey in the Summer term to establish our needs in readiness for the life-cycle works.</p>	<p>Any faults reported to the premises team are rectified as soon as possible.</p> <p>Day to day faults have specific timeframes in which to be addressed.</p> <p>Faults as a result of an audit are RAG rated and assigned accordingly with timescales for completion of works.</p> <p>Report produced and any issues or faults are assigned and prioritised to premises team.</p> <p>Report produced identifying the high priority areas for premises work to be undertaken.</p>

	<p>Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.</p>	<p>Business Manager, Premises Team & Resources Committee</p>	<p>As legislation changes the school receives notification from the LA.</p>	<p>Any resulting changes are assigned to the appropriate partner and the works undertaken as soon as possible.</p>
	<p>Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget.</p>	<p>Business Manager, Premises Team & Resources Committee</p>	<p>Weekly premises management meetings to discuss health and safety/ issues/future plans/legislative changes and any forthcoming works or projects to ensure we meet legislation.</p>	<p>Research undertaken to ensure we are providing a safe and accessible environment for all stakeholders.</p> <p>Any work undertaken to ensure we are in compliance with legislation.</p>

	Activity/resources	Responsible	Timescale	Outcome/comments
Policies and initiatives	Include information and key documents on school website/learning platform and keep updated.	UAL	Reviewed termly	Compliance with statutory obligations is checked at least termly
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc.; look at ways of reducing communication barriers for those with visual impairment or dyslexia and translate for students who have English as a second language	CLO / RW, All Staff	Reviewed Autumn term 2017.	Information explaining EAL and SEN provision already exist. Special/tailored T&L materials are supplied to students as required. Eg coloured overlay, special exercise books with wide feint/ coloured pages et cetera.
	Include aspects of Disability in school assemblies, PSHCE lessons and curriculum enrichment days	CLO, RW, LGR, All Staff	In place and ongoing	Students are aware and respectful of difference
	Curriculum areas show awareness and sensitivity to the needs of pupils with disabilities and promote their equality through the curriculum and highlight successful role models in society.	All teachers; especially HOY	In place and ongoing	
	Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables,	SLT, CLO, Office Admin	In place and ongoing Where a parents disability is highlighted to	Translate facility is in place on the school website.

	textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.		us, adaptations to communications are made accordingly. Continuously reviewed on each new admission.	
	Review of other linked policies according to policy timeline: <ul style="list-style-type: none"> • Equality • Educational Visits Policy • Disability Equality Scheme 	SLT and governors	As required	

Ensure inclusion and Impact	Activity/resources	Responsible	Timescale	Outcome/comments
	Maintain medical Register for students and ensure SIMs includes information about staff disability	MM / CLO/RW – pupils MM - staff	In place and ongoing Medical register published and updated termly.	Staff are informed of the medical register of students and receive termly updates. CSAs ensure familiarity with associated responsibilities
	Evaluation and student progression incorporates consideration of disability and actions to maximise inclusion.	CLO, HOY, Data Team, ADQ	Ongoing and on a personalised basis	Personalised curriculum is in use and available as need dictates

Access to the Curriculum	Activity	Responsible	Timescale	Outcome
	Share good practice relating to disability issues and data	All staff	Ongoing	SEND team well established and regular communications to whole staff CPD rolling schedule incorporates updates (to cover mental health / wellbeing of staff and students and EAL provision)
	Monitor teachers' planning at review points in the school calendar to check for differentiation and other reasonable adjustments	SENCO, Subject teachers	Ongoing	Lesson observations and appraisals
	Audit of staff training needs	ADQ All staff	Annually Via line management meetings and during October appraisal annually and appraisal mid-term	CPD reviews, appraisals, INSET

	Bespoke training programme delivered based on outcomes of audit of staff training needs	ADQ	Coaches are assigned as necessary to work with staff 1:1	As above
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