



Henry David Learning

Organisational

POLICIES & PROCEDURES:

Woodfield School

Accessibility Plan March 2021-2024



## Henry David Learning

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- To evaluate and report to parents on the success of the action plan in meetings its targets

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.

At Woodfield School we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. 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. The achievement of pupils and students with a disability will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Woodfield, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

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, this procedure sets out the process for raising these concerns. We will include a range of stakeholders in the development of this accessibility plan, including [ pupils, parents/carers, staff].

Legislation and guidance This document meets the requirements of schedule 10 of the Equality Act 2010 Equality Act 2010 ([legislation.gov.uk](http://legislation.gov.uk)) and the Department for Education (DfE) guidance for schools on the

Equality Act 2010 Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk)). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, SEND code of practice: 0 to 25 years - GOV.UK ([www.gov.uk](http://www.gov.uk)) '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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

**Vision and values** At Woodfield we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. 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. The achievement of pupils and students with a disability will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Woodfield, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

**Definition of Disability** the Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. According to the Disability Discrimination Act, an impairment is to be treated as affecting the 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 co-ordination, 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.

**Involvement and Consultation**, It is a requirement that disabled pupils, staff and those using Woodfield's services should be involved in the production of the Disability Equality Scheme. Woodfield will consult with disabled pupils, staff and service users in the development of our

Accessibility Scheme by: Examples of involvement Consultation with disabled pupils/staff/parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

**Employment** As an employer Woodfield will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

Bullying and harassment of staff will be monitored, and appropriate action taken to address and eliminate it.

NOTE: The Disability Rights Commission Code of Practice lists key employment issues that are usually the most common ones to be considered, Woodfield will consider the following:

- Flexible working arrangements
- Sickness absence

- Redundancy selection criteria
- Emergency evacuation procedures
- Procurement of equipment, IT systems, software and websites Information provision
- Employee training and development
- Employee assistance schemes offering financial or emotional support.

The Local Authority is a Disability Symbol user, which means we have made five commitments as an employer:

1. A guaranteed job interview for those who meet the essential requirements for a job
2. To consult disabled employees regularly
3. To keep employees if they become disabled
4. To improve the knowledge of employees about disability and to check progress each year, plan ahead and let employees know about progress and future plans The school will take medical or specialist advice where appropriate; ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.

**Disability Equality Action Plan** In order to ensure that action is taken to meet the Disability Equality Duty, Woodfield has drawn up an action plan to make things happen. This action plan will be re-shaped in consultation with disabled people as outlined in the previous section. This may include some of the good practice examples below:

- Promoting equality of opportunity between disabled people and other people
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Ensuring that the talents of disabled pupils are represented accordingly through promotion of participation/Paralympics values

#### DETERMINATION EQUALITY

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
- Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report. Take action against offenders.
- If a number of incidents have been prevalent within a particular year group, use tutor time, mentoring sessions or assemblies to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people. Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

**Accessibility Action Plan** Also, our accessibility plan outlines the steps we are taking to improve:

Curriculum access

Provision of information to disabled pupils

Physical access

Assessing the Impact of our policies We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We will review existing and proposed policies. The programme to review the impact of policies is contained in our action plan