



ACCESSIBILITY POLICY

To be read in conjunction with:

- Special Educational Needs and Inclusion Policy

Headteacher: Mark Jeffries.

Policy Review Date: October 2021.

This policy will be reviewed annually.

Version	Date	Updated By
1.0	September 2020	D. Bishop
1.1	October 2020	A. Quigley
1.2	May 2021	A. Quigley
1.3	July 2021	A. Quigley

Contents

Section	Topic	Page Number
1	Definition of Disability	2
2	Key Objective	2
3	Current Situation	3
4	Our Aims	3
5	Action Plan	3, 4

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body 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.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Wetheringsett Manor School (WMS) we have a general duty to:

- Promote equality of opportunity between disabled and other people.
- Eliminate discrimination.
- Eliminate harassment related to a disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of disabled people’s disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised where necessary.

1) Definition of Disability

The DDA defines disability as the following: “A person has a disability 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 carry out normal day to day activities.”

2) Key Objective

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

3) Current Situation

Please read this section in conjunction with our Special Educational Need and Inclusion Policy.

4) Our Aims

The school plans, over time, to increase the accessibility of provision to all students, staff and visitors to the school. Priorities in the school's plan are:

- To increase the extent to which disabled students can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improve the delivery of information to disabled students, staff, parents and visitors that is provided in writing for students and adults who are not disabled.

5) Action Plan

Once a need has been established an Action Plan will be produced and actioned. The Action Plan will be reviewed and monitored.

A range of initiatives and strategies are currently in place and provided at WMS, these are:

- Individual, funded support for students with an Education Health and Care Plan (EHCP).
- Individual and small group support with outside agencies.
- Individual and small group support delivered by our Teachers, Teaching Assistants and other staff.
- Mentoring on a one to one basis for individual students.
- Whole staff training on differentiation, teaching strategies and teaching styles.
- Review of Key Stage 3 and Key Stage 4 curriculum.
- Extra literacy and numeracy support for students in Years 7, 8 and 9.
- Individual mentoring for students in Years 9, 10 and 11.
- Student and Family Counsellor available to all students.

Our current provision for the disabled in terms of building is:

The Manor

- The main entrance to the Manor has two mobile ramps.
- Disabled toilet.
- Classrooms on ground floor, canteen and lounge area.
- Publicly accessible source of water.
- Visual Display Units.
- Personal Evacuation Emergency Procedure (PEEPS).

The Cottage

- The family Support Room is on the ground floor.
- Entry to the building is on a flat surface with no steps.

The Stables

- Office and kitchen are on the ground floor.
- Entry to the building is on a flat surface with no steps.

Access between buildings

- Car Parking facilities are available to disability users.
- The surface between buildings is flat and concrete with no obstacles therefore accessible.

Fire Safety Access

- The Fire Assembly Point is accessible to disability users.