

ACCESSIBILITY POLICY

Date for renewal/updates/review	April 2023
Named person responsible for monitoring	Business Manager
Agreed by Full Governing Body	April 2022

1. Introduction and Aims

At Sir William Ramsay School our priority is to ensure that our students, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for students and prospective students, staff, parents and visitors with a disability.

2. Definition of Disability

Disability is defined by the Equality Act 2010:

'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.'

Schools need to carry out accessibility planning for disabled pupils. They have the same duties that previously existed under the Disability Discrimination Act and which have been replicated in the Equality Act 2010:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- to eliminate unlawful discrimination
- to eliminate disability-related harassment
- to promote positive attitudes towards disabled people
- to encourage disabled people's participation in public life
- to take steps to take into account people's disabilities, even where that involves more favourable treatment
- to prepare and publish a Disability Equality Scheme to show how they will meet these duties

3. Principles

Compliance with the above-mentioned legislation is consistent with the school's Aims, Equality Policy and the operation of the school's Special Educational Needs (SEND) Policy. Buckinghamshire Council as an Admissions Authority, informs our Admissions Policy and does not discriminate against any disabled child.

We recognise that it is unlawful to discriminate against a disabled student by excluding them from the school for a reason related to the student's impairment.

When recruiting staff, disabled people will not be discriminated against.

We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.

We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students;
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting students and adults with disabilities.

4. Accessibility Policy/ Plan

An Accessibility Plan forms part of the Disability Equality Scheme and sets out the proposals of the Governing Body of Sir William Ramsay School to improve access to education for disabled pupils in three areas set out in the Equality Act 2010:

1. Increasing the extent to which disabled students can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

This will be achieved in the following ways:

- Appointment of Learning Support Assistants to support disabled students throughout the day.
 - Close liaison between Learning Support Assistants, students, parents and teachers.
 - Risk assessments and reconnaissance trips arranged prior to all school trips.
 - Curriculum differentiated by task and outcome.
 - Staff understanding of the importance of differentiating in terms of teaching style.
 - Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.
 - Liaison with external agencies e.g. educational psychologists; health officers and therapists.
 - Individual Support Plans in place (if required in primary schools).
 - Special arrangements made for internal and external exams.
 - Pastoral care available.
 - Mental Health Policy and related mental health initiatives which increase awareness and understanding around those pupils experiencing emotional difficulty and the support that can be offered.
 - Whole school INSET on SEND and making adequate provision in the classroom.
 - Screening and diagnostic assessment where necessary for SEND.
 - Carers of pupils who are wheelchair users encouraged to be proactive in ensuring inclusivity and constant improvements in terms of access to the curriculum and personal development.
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

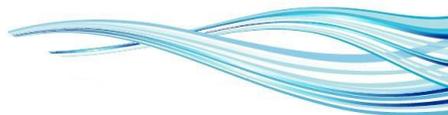
This will be achieved in the following ways:

- Wheelchair access to most areas of the school site. (Upstairs of PA not accessible to some wheelchair users highlighted as unable transfer to the EVAC chair.)
- Audible fire alarm or flashing light in HI ARP.
- Ramps and handrails
- Push pads on most main block doors for ease of opening.
- Disabled parking spaces.
- Lifts where necessary.
- New buildings fully compliant with Building Regulations.
- Evacuation chairs for disabled persons.
- Personal Emergency Evacuation Plans (PEEPs) produced for all students with mobility problems
- Individual risk assessments for students with physical disabilities
- Physical highlighting of hazards across the school site for students with visual impairments

3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled. The information will take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable timeframe.

This will be achieved in the following ways:

- Use of ICT to enhance documents.
- Access to assistive technologies as suggested by the Local Authority/Specialist Teaching Service.
- Use of pupil's own enhancement equipment.
- Where there are hearing difficulties, consultation with the Local Authority with regard to the use of listening devices and microphones for teachers/pupils.
- School responds to requirements for public exams as detailed in reports for individuals.



Accessibility Action Plan

Priority	Target	Action	Responsibility	Success Criteria
Curriculum	To ensure all new starters are able to access the curriculum regardless of any disability	Identify students as part of Transfer / Transition Process who may need additional/ different support or provision	SENDSCO	Procedures are in place to ensure that all students starting at SWRS have the appropriate equipment and support
	To ensure all new students can access all classrooms and shared learning spaces	Create access and evacuation plans for individual students where required	SENDSCO	Access and evacuation plans are followed
	To ensure all new students can access all classrooms and shared learning spaces	Plan timetable and room allocations to ensure students can access the room that has been allocated for their class	Heads of Faculty	All students are able to be part of their allocated class
	To ensure all students participate in off-site educational visits	Risk assessments for all trips to be in place. Pre-visits to take place by lead and/or specialist teacher.	Educational Visits Coordinator	All students will access all academy trips and visits regardless of any disability
Physical Environment	Outdoor paths and social areas will be kept clear of hazards	Facilities Manager will complete daily site safety checks All leaves and snow will be removed from pathways	Facilities Manager	Access routes will be clear of hazards
	Lifts will allow students and staff with physical disabilities to access first floor areas	Regular lift maintenance inspections carried about by specialist company EVAC training for LSA staff and	Facilities Manager	Lifts remain operational at all times except in the case of the fire alarm sounding

		<p>teaching staff that work in classrooms near lifts</p> <p>For students with visual impairments - hazards highlighted by BCC VI Team, noted and addressed across site</p>		
Written Information	To ensure all written communication reflects the diversity in spoken language by parents across the academy	<p>Audit the library to ensure access to bi-lingual texts for students to share with parents</p> <p>Ensure key communications are made available in the 6 main spoken languages</p> <p>Upgrade the school website to enable translation software to be enabled</p>	Business Manager	Non/ limited English speaking parents will have access to key information from the academy
	To increase the variety of ways information is shared	<p>Use of School Comms to send text messages to parents</p> <p>Digital newsletters shared via email</p> <p>Increase publicity of academy social media sites to share information</p>	Business Manager	All information sent home will be sent in a variety of ways ensuring easy access via any means
	To ensure anyone with a visual impairment is able to access written information	Raising awareness of font size and page layouts to support students with visual impairments.	Business Manager	Anyone with a visual impairment will have access to written information

		Audit the signage around the site to ensure it is accessible to everyone		
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