



Walthamstow School For Girls

“Neglect not the gift that in thee”

Policy Document

Accessibility Policy

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I 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

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.

The plan will be made available online on the school website, and paper copies are available upon request.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of the school].

2 Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: to increase access to the curriculum for pupils with a disability

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Our school offers a broad and balanced curriculum for all pupils. We have high aspirations for all pupils. We offer BTEC and GCSE courses in KS4. Early identification of needs in Year 7 We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	- Staff will feel more confident in meeting the wide range of needs in a mainstream secondary classroom	CPD programme will have a focus on SEN and the inclusive classroom (6 sessions across the year, including the effective use of a LSA).	SENCO, DHT	Summer 2023	Staff completing the training will have case studies which reflect their learning from the course and the impact on pupil progress.
		High quality CPD programme for LSAs – trauma informed practice, coaching, SEND.	DHT	Summer 2023	
		Pupils with additional needs and/or disabilities will have one page Pupil Passports which will detail strengths, needs and strategies to support them in the classroom and around school.	SENCO & LLD team	Autumn 2022 and on-going	Staff will use the strategies in the classroom to support pupils.
	- Staff will have a greater knowledge of supporting girls and autism to reflect our cohort.	The Speech and Language Therapist (SaLT) will offer advice to staff. Continued CPD for LSAs led by SALT. Communication Profiles will form part of the Pupil Passport where appropriate. Use of staff bulletin to raise awareness with staff	SENCO & LLD team	On-going	Staff will have a greater understanding of pupil needs, therefore having a positive impact on pupil progress and pupil wellbeing.

The curriculum is reviewed to make sure it meets the needs of all pupils. Learning support assistants are effectively deployed by the SENCO.	- All staff will be aware of pupils' disabilities	All staff are provided with training on the needs of students with disabilities	SENCO	September 2022 and on-going	Pupils will be effectively supported within the school community.
	- PE curriculum and lessons are adapted to meet the needs of all learners. This should include the accessibility of equipment and activity.	Lessons to be adapted to meet the needs of all learners. Advice by physiotherapists and occupational therapists sought where needed. Alternative/ adapted equipment to be purchased if needed.	PE HoD, HoF	2022/2023	All pupils will be able to take part in activities with their peers or independently
	- To increase the extent to which pupils with additional needs and/or disabilities can participate in the KS4 curriculum.	Introduction of ASDAN Personal and Social Effectiveness qualification in KS4.	LLD HoF & Deputy HoF	To be taught from September 2022	Pupils will finish KS4 with an ASDAN qualification. This will support their applications to post-16 provisions.
		Further review of the KS4 curriculum.	SENCO & DHT	Autumn 2022	Pupils will have access to an up-to-date reviewed options process in spring 2023
	- Pupils with significant literacy difficulties will be identified early and receive a literacy intervention programme	Implementation of new literacy interventions	SENCO, AHT Literacy	Autumn 2022 and on-going	The literacy intervention programme will have a demonstrable impact on progress and attainment. Pupils' reading ages and comprehension.
	- To increase the extent to which some pupils with additional needs and/or disabilities can participate in the KS3 curriculum.	Pre-teaching and post-teaching of cores subjects for identified students	SENCO, LLD team with support from subject teachers	On-going	Identified pupils will make progress in the core subjects
	- To have a more effective, quicker way for all staff to access data on pupils with needs and disabilities.	Introduction of Go4Schools system.	DHT	Autumn 2022	Pupils who are underachieving can be identified quickly and support put in place
	- All staff use the Assess, Plan, Do, Review approach for those pupils with additional needs	A training session for all staff on how to use the graduated approach. HoFs to review the	SENCO, SLT line managers of	Autumn 2022	Identified pupils will make progress across the curriculum and if not,

	and/or disabilities who are underachieving.	data with their subject teachers after each data drop.	faculties, HoFs, HoDs		further investigations into needs will take place
	- All pupils with SEND will have the opportunity to access an engaging extra-curricular activity.	Annual student voice activity in the autumn term to find out what activities they would like to see on offer.	SENCO, SPLs, tutors	Autumn term	All pupils with SEND will feel part of the school community by extending their social networks, whilst providing them with new skills.
		Termly analysis of extra-curricular provision to ensure participation for pupils with SEND.	SENCO, SPLs, tutors	Termly	
		Develop the LLD Ambassador programme	LLD Deputy HoF, AHT Pastoral	Autumn 2022	Pupils will have more student leadership opportunities within this role
	- Pupils with SEND will continue to have a voice	Termly meeting with pupils with SEND – a focus for each meeting, e.g. teaching and learning	SENCO, AHT Pastoral	Termly	Pupils will be able to directly impact on school life, teaching and learning.

Aim 2: to improve and maintain access to the physical environment

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets • Signs are accessible for our vision impaired students • Wheelchair signage in place • Personal Emergency Evacuation Plans (PEEPs) are in place • SENCO liaises with outside agencies, e.g. physiotherapists, occupational therapists. • Repairs are carried out swiftly when required.	- To ensure the physical environment of the school enables pupils with disabilities to take better advantage of education, benefits, facilities and services provided.	Information gathered from primary feeder schools so that we can plan in advance for new Year 7 pupils. Meetings with SENCO where necessary.	SENCO	Summer term	Pupils will be able to access the environment on their first day.
		Transition meetings with parents whose children have a disability.	SENCO	Summer term	SENCO and staff will be aware of pupils' needs and this will allow for a smoother transition to secondary school.
		Transition meetings for those students with an EHCP.	SENCO	Summer term	
		Any future building work or refurbishments of the premises will take into consideration the needs of the pupils.	Health & Safety Lead, Premises Team	On-going	
		Health care plans are in place and reviewed annually.	LLD Team, Lead First Aider	Autumn term for Year 7 pupils, summer term review for all other pupils	Staff will be trained to best support pupils with disabilities
		SENCO will continue to liaise with outside agencies, including physiotherapists and occupational therapists, on how best to support pupils in school.	SENCO	On-going	
		Create PEEPs for new pupils to the school if needed.	Health & Safety Lead, LLD team	September	Pupils can be evacuated safely in the event of a fire.
		Ensure a high backed stool with arms is available in each Science	Health & Safety Lead, SENCO	September 2022	Identified pupils can sit safely in these lessons

		lab and each classroom which use stools rather than chairs.			without risk of falling off the stool.
		Create a marked route in the staff car parking area	Health & Safety Lead	2022/23	Deaf people have a safe passageway through the car park.
		To ensure the opens in the correct direction (between the maths corridor on 1 st floor and House)	Health & Safety Lead, Premises Team	Autumn 2022	To allow easy access between the maths department and the House
		The lifts function with the use of a key. It would be more accessible with a tap-card. Explore the cost feasibility of this and implement if affordable	Health & Safety Lead, Premises Team	2022/23	To allow pupils with fine motor difficulties to access the lift independently of an LSA

Aim 3: to improve the delivery of information to pupils with a disability

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Staff have received training on how to effectively communicate with deaf pupils and use of hearing loop • Use of assistive technology to support the delivery of information to pupils with a disability, e.g. IPads, C-Reader pens, voice technology • Visual timetables if needed	- To improve the availability of accessible information to pupils with disabilities	Pupils with SEN have their own Pupil Passport with pupils and parents involved in writing the Passport.	SENCO, LLD team	Autumn 2022 and on-going	Staff will have an understanding of pupils' needs and how best to support them in the classroom.
		Deaf training for new staff.	SENCO	Autumn 2022	Staff will have an understanding of pupils' needs and how best to support them in the classroom.
		CPD programme will have a focus on SEN and the inclusive classroom (6 sessions across the year), including on the effectiveness of dual coding to support pupil understanding in the classroom. SENCO, LLD team.	SENCO	Summer 2023	Staff completing the training will have case studies which reflect their learning from the course and the impact on pupil progress and wellbeing.
		Coffee morning for parents of Year 6 pupils with SEND.	SENCO, LLD team		Parent voice will inform decision making and support for pupils.
		Regular meetings with parents/carers of pupils with SEND.	SENCO, LLD team	On-going	Parents are involved in their child's school life and have the opportunity to provide feedback

• One day per week in school – Paediatric Speech and Language Therapist (SaLT) who specialises in Autism • LSAs have received training by SaLT and run interventions overseen by SaLT • Ability to request specialist resources, e.g. high-backed stools, writing slopes, pencil grips, coloured paper and overlays, specialist cutlery • Exam access arrangements • Risk assessments are carried out for all school visits Taxis used to transport students with a disability on school visits.					

4 Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed or updated more frequently if necessary. It will be reviewed by the SENCO, Governing Body and the Headteacher.

5 Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equalities Statement
- Special Educational Needs information report
- Supporting pupils with medical conditions policy