ACCESSIBILITY POLICY
**Legislation consulted:**
On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information see the Equality and Diversity Policy).

The Act makes it unlawful for Wickersley School and Sports College and the school’s governance committee to discriminate against, harass, or victimise a pupil or potential pupil in relation to:-
Admissions;
- The way we provide education for pupils;
- The way we provide pupils access to any benefit, facility or service;
- By excluding any pupil or subjecting them to any other detriment.

The protected characteristics are:
- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;

There is still a requirement to have an accessibility plan outlining how we intend to improve access for disabled pupils to the physical environment, the curriculum and written information.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-
- the definition of disability is less restrictive;
- direct discrimination can no longer be defended as justified;
- failure to make a reasonable adjustment can no longer be defended as justified;
- From September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

This plan sets out the proposals of Wickersley School and Sports College and the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This Accessibility Plan is reviewed every three years.

School Context

Wickersley School and Sports College is a mainstream school which is part of the Wickersley Partnership Trust.

“We want to send every young person into the world able and qualified to play their full role in it.”

Wickersley School and Sports College is dedicated to:

- Supporting all pupils to achieve their full potential and prepare them to live as well-adjusted, autonomous and valued members of society.
- Students with a disability are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- Providing a broad and balanced curriculum, relevant and differentiated, which demonstrates both progression and coherence.
- Ensuring all teaching staff share responsibility for the progress of students with a disability in their care.

Equal Value Principle

Wickersley School and Sports College promotes equality for all its staff and students believing everyone has equal value. The policy of equality, of ‘opportunity in diversity’, is based on the principle of respect for the individual. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person’s unique, intellectual, physical, spiritual, emotional or social needs.

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.
Please see attached the School Accessibility Plan.
<table>
<thead>
<tr>
<th>Target</th>
<th>Tasks</th>
<th>Timescale</th>
<th>Resources</th>
<th>Responsibility</th>
<th>Monitoring</th>
</tr>
</thead>
</table>
| **Access to Curriculum** Ensure ICT appropriate for pupils with disabilities. | • Review accessibility of ICT (including notepads & whiteboards)  
• Involve pupils in review of hard & software. | Autumn Term 2016 | ICT & SENCo | Leadership Team |
| **Access to Curriculum** Differentiation within PE for students with disabilities  | • PE to audit their understanding of different needs and how to support students with a variety of needs.  
• PE department to work with EP and Physiotherapy team to meet the needs of individual students with disability.  
• Identify SEND link in the PE department to work with CS to ensure lessons are fully differentiated for students with SEND and make reasonable adjustments.  
• SENCo and Deputy SENCo review the current provision provided for students across the curriculum, through student voice and learning walks.  
• Training for teaching staff on what is SEMH and how to support students with an SEMH need in the classroom.  
• Delivering training on what constitutes reasonable adjustments in the classroom. | Spring Term 2017 | PE dept & SENCo | |
<p>| <strong>Access to Curriculum</strong> Review that provision identified for SEND students is consistent across school  | | Autumn Term 2016 | SENCo &amp; deputy SENCo | |</p>
<table>
<thead>
<tr>
<th>Policies</th>
<th>Ensure all policies consider the implications of Disability Access.</th>
<th>Spring 2017</th>
<th>Leadership Team and SENCo time to review policies.</th>
<th>Leadership Team and SENCo</th>
<th>Governors</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENCo to review policies in light of disability access. Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities.</td>
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<td>Consult pupils and staff on any proposed changes.</td>
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<td>Introduce new policies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Premises</th>
<th>Increase site access to meet diverse needs of pupils, staff, parents and community users.</th>
<th>Ongoing</th>
<th>SENCo &amp; deputy SENCo with premises manager</th>
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</thead>
<tbody>
<tr>
<td>SENCo and Deputy SENCo with the premises manager to review the school environment and access its suitability for students with a range of disabilities.</td>
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<td>Review personal evacuation plans.</td>
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<td>Review space of Curriculum Support department and ACE Space – in particular ACE Space quiet room.</td>
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<thead>
<tr>
<th>Communication with parents</th>
<th>Availability of documents in alternative formats.</th>
<th>Summer Term 2017</th>
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<tbody>
<tr>
<td>Large print and audio formats etc as required.</td>
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<td>Monitor uptake of documents in alternative formats</td>
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<td>Review accessibility of newsletter and letters for parents.</td>
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