



# ACCESSIBILITY POLICY & PLAN 2022/23

**WICKERSLEY SCHOOL  
AND SPORTS COLLEGE**

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**HEADTEACHER:** Mr T Hardcastle



## Wickersley School and Sports College – Accessibility Policy and Plan

### 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 a 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.

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Approved by: Tony Hardcastle

Date: 1<sup>st</sup> September 2022

Next review date: 1<sup>st</sup> September 2023

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## Accessibility Plan 2022/23

### Section 1: Vision statement

At Wickersley School 'We want to send every young person into the world able and qualified to play their full part in it'. We know that for some students extra support is required and we take great pride in our provision. Please see our Special Educational Needs Report for further information <https://www.wickersley.net/wp-content/uploads/2022/02/WSSC-SEND-Policy.pdf> or if you have any questions at all please contact the SEND team:

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The Disability Discrimination Act placed new duties upon schools to remove discrimination against students with disability in their access to education. It required them to make 'reasonable adjustments' to their policies, procedures and practices to accommodate students with disability more fully in school life.

This plan is in line with paragraph 3 of schedule 10 of the Equality Act and the SEND Code of Practice 2015.

Students are assessed individually and therefore their provision is bespoke to them. Students who face physical challenges are supported through individual care and access plans. Curriculum Support staff are trained in manual handling and personal care of said students.

The school is equipped with disabled toilets, hoists and changing beds for those students who need this. Lifts are in place, handrails and the use of aids such as wheelchairs, walking frames, sticks and standers are fully integrated into school life.

Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs and colour schemes are considered and updated as required. Outside of the school building provision for disabled parking is available.

Classroom teachers have access to individual student profiles and are trained regularly on how to support and include all students. Student Voice is gained through Tutor Groups, School Council and Student Voice gathered by Curriculum Support regularly.

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and longterm objectives</i>	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>All students have access to a broad, balanced and ambitious curriculum.</p> <p>Individual needs are taken into account and catered for.</p>	<p>Short Term – bespoke curriculum interviews discuss the individual needs of students.</p> <p>Review each child’s needs individually through SEND Support Plans to ensure they have access to full curriculum that addresses their needs. This is in addition to reasonable adjustments in the classroom.</p> <p>Regularly review PE equipment to ensure it is accessible to all.</p>	<p>KBK/MSH/CTD/NTR/DWG</p> <p>KBK/MSH/CTD</p> <p>KBK/MSH/CTD/ARN</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 2022</p>	<p>All students on correct bespoke curriculums.</p> <p>Student/parent voice is good.</p> <p>All students with additional needs to have appropriate support in place.</p> <p>Wheelchair and walking frame users have full access to PE lessons where appropriate.</p>

		Assistant Headteacher to ensure that all pastoral staff receive training to support better mental health to ensure better support for young people experiencing a variety of social, emotional and mental health difficulties.	HAN	December 2022	All pastoral staff trained to support curriculum support, students and family support workers.
		All pastoral staff to have access to signs of safety training	HAN	December 2022	All pastoral staff trained to identify concerns in students with SEN and take appropriate action.
To review existing policies related to accessibility	To ensure that relevant policies are compliant and fit for purpose and fully implemented across the school.	SENDCO and Headteacher to review and re-write the SEND policy.	THA/KBK/MSH	October 2022	To ensure all policies are fit for purpose and in line with statutory and advisable guidance
		SENDCO and Headteacher to review and re-write the Accessibility Policy.	THA/KBK/MSH	September 2022	
Improve and maintain access to the physical environment	Current students on role have full access to the curriculum with very little limitations.	Sign post disabled toilets	Site Services/TDT	September 2022	People requiring the use of these facilities will know where to access.
		Site manager to conduct health and safety walks of the school site to identify any potential hazards with Assistant Headteacher.	Site Services/TDT	Ongoing	School site environment is regularly reviewed and improved to meet the needs of all students.
		All staff to be vigilant for hazards within the school and on the school grounds.	All Staff	Ongoing	
		New Evac chairs installed in main buildings and key staff trained to use these with pupils in emergency situations.	THA/KHH/KBK/MSH	Ongoing for training	

<p>Improve the delivery of written information to pupils</p>	<p>In class differentiation to meet the needs of most students is strong and consistent through:</p> <ul style="list-style-type: none"> <li>• visual aids</li> <li>• coloured paper</li> <li>• extra time</li> <li>• baseline testing</li> <li>• interventions and impact checks</li> <li>• radio aid mics</li> <li>• large printing is available in classes.</li> </ul>	<p>Ensure all staff are aware of pupil profiles to meet the needs of all students. Profiles to be available on the school's inclusion register for staff to review regularly.</p>	<p>KBK/MSH/CTD/EWH</p>	<p>September 2022 and ongoing</p>	<p>Students requiring additional support, will receive it in all lessons across their curriculum.</p> <p>All students will meet learning outcomes.</p> <p>Students with restricted vision and/or hearing can access mainstream lessons.</p>
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