



Accessibility Policy and Plan

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Author:

Lawrence Smith

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Disability Equality Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of 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 Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities. ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- school council
- parents of students
- staff
- governors
- external partners

Within the terms of the Act, the term 'disability' is defined thus:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g.

Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

Mission Statement

The primary objective of Wexham School’s Accessibility Policy is to safeguard the health, safety and welfare of pupils, staff and visitors, and to enable full access to the school and the school curriculum, including to those with disabilities.

We strive to ensure that:

- all members of the school community and visitors to the school are made to feel welcome, safe and comfortable
- all visitors are able to have a purposeful time whilst at Wexham
- all learners are able to enjoy and achieve whilst they are here
- a sense of collective and personal responsibility for the well-being of the school community is fostered in all its members

To achieve these aims, we undertake to:

- Encourage high expectations and high standards
- Promote tolerance and respect for all cultures represented in the school
- Provide a caring environment within which each student is valued and is able to develop to his/her full potential
- Promote within the community a sense of pride and commitment to the school
- Provide a curriculum and quality of teaching which fosters an enjoyment of learning and develops skills for life
- Develop in students an understanding of themselves and to enable them to become responsible citizens with a social, cultural, economic and political awareness

Our Accessibility Plan outlines;

- procedures for identifying possible barriers to learning and assessment for individuals and groups of pupils
- procedures for enabling teachers and school staff to set suitable learning challenges
- procedures for ensuring that teachers and school staff respond to pupils’ diverse learning needs
- the actions planned to address and overcome these barriers
- the time-frame for completing these actions
- persons responsible for ensuring the actions are completed within the given time-frames

The school has set the following priorities for the development of the vision and values that inform the plan:

- To improve accessibility to the site for disabled service users including barriers to physical access for wheelchair users
- To ensure that emergency and evacuation systems are set up to inform ALL pupils and staff (including those with disabilities)
- To raise awareness of disability issues with all pupils
- To increase awareness of the ways in which parents of disabled children and young people can help to support their learning
- To consult with disabled pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years
- To give a positive portrayal of people with disabilities
- To improve pupil and parent access to written information

Our Accessibility Plan should be read in conjunction with:

- Wexham School SEN Policy
- Wexham School Behaviour Policy

Other

Ofsted in May 2023 was highly complementary of our provision for SEND student and the broad and balanced curriculum that is on offer to them, and everyone. They also described us as highly inclusive. We are also the Youth Sport Trust's Lead inclusion school for Berkshire.

Involvement and Consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Accessibility Plan.

To determine their priorities with regards to disability equality, the school has set the following priorities in respect of consultation on the plan:

- School Voice – Pupil questionnaires and wider issues will be discussed with the school voice, members of which will take the issues back to their year groups for consultation.
- Individuals – parents of pupils with SEN and identified disabilities will be canvassed for their views as part of the IEP and Annual Statement Review process.
- Outside Agency Advice – including the Autism Service

Monitoring and Reporting

To meet our Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

At Wexham the achievement of pupils by disability will be monitored by the Assistant or Deputy Headteacher responsible for Monitoring and Assessment and reporting to the

Headteacher and Governing Body. The numbers, types of disability and satisfaction rates of disabled staff will be monitored by the Deputy Headteacher (Pastoral).

The school has set the following priorities for the development of information and data to support the school's Accessibility Plan:

- To track the progress and attainment of disabled children and young people through termly profiles, data and accredited achievements
- To reflect the talents of disabled pupils and celebrate their success
- To give all pupils including disabled pupils equal access to Sport, Music and Drama, teams, school plays, school council through collection of registers of participation in these activities to ensure equality of representation
- To monitor instances of bullying and harassment of disabled pupils and staff through analysis of behaviour data and use this information to improve services
- To inform staff of these procedures and their outcomes
- To disseminate information on staff and pupils with disabilities through the staff shared area and SIMS databases and to use this information for monitoring and improving achievements and services

Increasing Access to the Curriculum

The school has set the following priorities for the increasing the extent to which disabled pupils can participate in the school curriculum:

To raise staff awareness on meeting the needs of disabled pupils including by;

- recognising and removing their barriers to learning
- recognising and removing the barriers to learning caused specifically by Autism and literacy difficulties
- increasing awareness of technology and practices available for meeting the needs of disabled pupils
- promoting high expectation and full participation of all students
- To improve access to resources and the physical environment within classrooms
- To improve quality of access to visual materials within classroom for all pupils including those with VI
- To increase the range of activities available within lessons for all pupils in order to raise achievement and give all pupils the opportunity to experience success
- To give all pupils including disabled pupils equal access to Sport, Music and Drama, teams, school plays, school council

Improving the School environment

Wexham School is an amalgamation of several buildings which have been constructed as the school has grown.

- New additions to the School meet disability requirements. For example, there is step free access, wide doors, disabled toilets and changing areas, general circulation space

is wide and lighting is bright. This includes our Technology and Science block, Sports Hall and Gym, Dance block and the new Woodside Building that opened in 2018.

- The oldest building in the school 'Main Block' was constructed in the 1960s. This has poor access for disabled users although the ground floor is accessible via alternative routes. In 2017 the main reception area and hall was rebuilt and now has step free access, hearing loop at reception and wide doors. This now also provides step free access to the rest of the school except the 1st and 2nd Floors of Main Block.
- Business and ICT Huts have step free access and are located between the Dance and Sports Hall which have disabled toilets.
- Autistic Resource Base. This is housed in hutted accommodation which technically has step free access and has good circulation space. Unfortunately when the new Technology and Science Block was built railings were placed around the hut blocking the step free access. See action Plan.
- Significant investment has taken place since 2015 in making pathways wider and more accessible around the site.
- There has been a considerable upgrade to lighting, flooring and decorative state of the school since 2015.

Improving the delivery of information to disabled pupils (and parents)

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise. Information on the school website can be requested in written form by contacting the school reception.

We will continue to:

- Provide written materials in alternative formats as requested.
- Provide school documents with the wording "If you require a large print copy of this document please contact the school.
- Provide School policies on tape as required.
- Produce better visual documents where required, for example, a visual timetable.
- Differentiate materials as required for an individual user.

Additional

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. We currently only hire out our Sports facilities and Dance Studio. Both are fully accessible for those with disabilities including step free access, lifts, changing areas and toilets.

Where Wexham School has been advised of specific disabilities, every effort will be made to meet the needs of parents and carers through individual liaison between Leaders of Year and those parents/carers.

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. Wexham School will ensure that this is understood by transport companies it uses. This will be the responsibility of the member of school staff making the booking, either the Headteacher's PA or the Bursar.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Planned Outcome	Current Position	Planned Action	Time Scale	Actioned By	Monitored By
Access to the Curriculum					
<p>All students and vulnerable groups have greater access to the curriculum and are able to learn effectively.</p>	<p>Wexham School already caters for students with SEN and disabled children in many areas.</p> <ul style="list-style-type: none"> • The school mainly teaches in mixed ability classes to ensure full inclusion. • We screen students for exam access considerations to enable them to perform to potential in class and in exam situations. • Rigorous and supportive transition process to ensure full disclosure and awareness of the needs of all students. • Learning and Pastoral Support share key information with staff so that they are able to meet the needs of students. • Staff in SEN team are trained to screen students for conditions such as Dyslexia, processing, reading and spelling difficulties enabling us to plan to meet the needs of students. • Online resources, tasks and information such as Show my Homework allow students to access the curriculum from home when 	<ul style="list-style-type: none"> • Create nominated SEND representatives for each dept. and develop regular SEND forum meetings to ensure that all subject areas consider and plan for increased participation of vulnerable groups and those with disabilities. • Greater emphasis on training staff to meet the needs of students with SEND through CPD programme • Strengthen transition from primary school to Wexham and from Wexham to post 16 providers or post 18 providers. • Continuously upskill mainstream staff in regards to differentiating the curriculum. • Investigate further ways to incorporate an alternative curriculum for specific students. • Action research project to investigate the needs of students at K – how well they 	<p>January 2024</p> <p>July 2024</p> <p>July 2024</p> <p>Ongoing</p> <p>September 2024</p>	<p>Head of Inclusion SENCO</p> <p>Head of Inclusion SENCO</p> <p>Head of Inclusion SENCO and SLOY i/c transition and AHT KS5</p> <p>Head of Inclusion SENCO / DH Curriculum AHT CPD</p>	<p>Headteacher</p> <p>DH Curriculum</p> <p>Headteacher</p> <p>DH Curriculum</p> <p>DH Curriculum</p>

	<p>needed, and to review learning material as needed.</p> <ul style="list-style-type: none"> • All classrooms have access to high quality sound and images. • Students have access to assistive technology (e.g. reading pens) and good IT facilities where needed. • TAs support learners in class and with small group or one-to-one intervention to enable students to better meet the needs of the curriculum. • Peer mentoring systems in place to support students in overcoming social and academic barriers to learning. • There is a designated Disability Coordinator who oversees and mentors students with disabilities and liaises with agencies to ensure appropriate support is in place, including appropriate medical training. 	<p>are met and what would support them better.</p>			
Access to Wider Curriculum					
<p>All students and vulnerable groups have access to extracurricular activities, school trips</p>	<ul style="list-style-type: none"> • Risk assessments are included as part of the school trip approval system. • Risk assessments are created for specific needs on an individual basis 	<ul style="list-style-type: none"> • Consult students with SEN about the sorts of clubs and societies they would like to be provided – create SEND student forum. 	<p>April 2024</p>	<p>Head of Inclusion SENCO</p>	<p>Headteacher</p>

and after school clubs.	<ul style="list-style-type: none"> Students have access to areas where extracurricular clubs take place, and locations are changed if access is difficult 				
Improving the Physical Environment of the school					
Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.	<ul style="list-style-type: none"> Autistic Resource Base. This is housed in hutted accommodation which technically has step free access and has good circulation space. Unfortunately when the new Technology and Science Block was built railing were placed around the hut blocking the step free access. 	<ul style="list-style-type: none"> Remove rails surrounding Autistic Resource Base. 	August 2024	Site Manager	Headteacher
Improving the delivery of information					
To ensure all members of the school community including those with SEND can access all information.	<ul style="list-style-type: none"> All school documents are made available in large print format if requested. Documents are provided to prospective parents/carers with a disability, in a form that meets their need, if so requested and it is reasonable to do so. Students with visual impairment have appropriate colour overlays and paper provided. 	<ul style="list-style-type: none"> School website has translation buttons allowing students with EAL and their parents to access information in their first language. Ensure that all School literature is in the same font and size on official documentation. Explicit training for teaching staff on improving readability of text for students and other members of the school community. 	November 2023	Head of Inclusion	Headteacher
			November 2023	Admin Lead	Headteacher
			January 2023	Head of Inclusion	Headteacher

	<ul style="list-style-type: none">• Learning is differentiated where applicable and students have additional methods of conveying information, such as, a visual timetable.	<ul style="list-style-type: none">• Review readability and accessibility of school policy documents.	January 2023	Head of Inclusion / Head of Admin	Headteacher
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