Katherine Warington School

Accessibility Plan

Vision and values

Katherine Warington School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to ensure equality of opportunity for all students and staff; it follows that disabled students or prospective students are not treated less favourably than other students or prospective students, for reasons relating to disability.

We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

Legal framework

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech and Language impairments, ADHD'

For the purposes of the Act, these words have the following meanings:
- 'substantial' means more than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions arthritis e.g.)
- 'normal day-to-day activities' include everyday things such as eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions are considered to be a disability. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed disabled.

Some conditions are specifically excluded from being covered by the disability definition, such as addiction to non-prescribed substances, seasonal allergic rhinitis (e.g. Hayfever, except where it aggravates the effect of another condition).

The Special Educational Needs and Disability Act 2001 extended the DDA to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and students, under Part 4 of the DDA:

- Not to treat disabled staff and students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled staff and students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

Scope of Accessibility Plan

Katherine Warington School plans to increase the accessibility of provision for all students, staff and visitors to our school. The Accessibility Plan will contain relevant actions to:

1. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and provision of physical aids to access education.
2. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are able-bodied students. This target covers teaching and learning and the wider curriculum at Katherine Warington School such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students to access the curriculum.
3. Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility.

This Accessibility Plan should be read in conjunction with the following:

- Single Equality Scheme
- Curriculum Policy Statement
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs and Disability Policy
- Student Discipline (Behaviour for Learning) Policy
- Medical Conditions Policy

The School's complaints procedure covers the Accessibility Plan.

Implementation and review

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination. The Accessibility Plan will be reviewed annually by Student Families and Community Committee and updated every 3 years. The Accessibility Plan will be published on the school website.

Action Plan 2019 Phase 1 Building

1. Improving Physical Access

Targets	Actions undertaken since last review	Actions planned	Accountability
All students / staff / parents / visitors can access the premises without encountering any difficulties. The whole school environment promotes independence		Conduct an annual audit of school premises taking into account the specific needs of any stakeholder, current or prospective. Reasonable adjustments made to accommodate students' personal needs	Headteacher, School Business Manager

2. Improving Curriculum Access

Targets	Actions undertaken since last review	Actions planned	Accountability
Teaching and learning meets the needs of all learners, with all teachers able to fully meet students' needs with regard to accessing the curriculum Students enjoy and benefit from a broad and balanced curriculum with full access to the National Curriculum at an appropriate level.	Departmental schemes of work are generated and show how the needs of different students will be met in lessons. All departments making provision for progression in learning, including ensuring effective differentiation for individuals. All teaching staff using Smart Seating plans to clearly outline the needs of the students and what is to be put in place to support individuals in each subject area, with new members of staff provided with appropriate training in the summer term. Regular subject reviews 'Drop ins', insight walks and lesson observation to ensure the needs of all learners are being met. Learning walks are	Monitor and maintain ongoing actions. Introduce new technology – Smart Seating and common changes-powerpoints not black writing on white background	Headteacher, SENCo,Curriculum Lead, Heads of Faculty, subject teachers

	completed and logged electronically.		
	Identifying all students, particularly SEND students, who require IT support and ensuring appropriate computer provision is made – laptops .	As above	SENCo,HoFs / IT support staff
High levels of awareness in whole school community of disability and access issues Staff trained with regard to health conditions such as epilepsy or diabetes and in the use of Epipens, with relevant policies in place and current	Monitoring situation by student surveys and staff questionnaires Training and awareness-raising sessions in twilights, staff meetings and assemblies for staff and students. Medical register continually updated Policy is ALL students carry own medication (unless unable) Training in use of Epipen	As above, also: Epipen training for all staff	Headteacher / SBM, Head of Administration
Needs of SEND students and measures to meet them have a high profile and are addressed by all teachers. SEND students feel supported. Progress by SEND students is in line with expectations and targets, and on an upward trajectory Staff have high levels of expertise appropriate to their role Staff are aware of the needs of individual students.	Tracking to monitor the effectiveness of students through Provision maps, Statement Reviews, Progress data. Implementation intervention through mentoring Systematic review of policy and procedures relating to SEND - ½ term Staff briefings for students with Educational Health Care Plans. All EHCPs are now added to whole school issues for ALL to read. (At this time no students joining in 2019 has an EHCP) Staff briefings carried out this year: Individualised training for staff through INSET and meetings regarding students with exceptional needs e.g. Down Syndrome. Data analysis	As above, keeping to annual cycles where appropriate	SENDCo, Headteacher

3. Improving the Delivery of Information

Targets	Actions undertaken since last review	Actions planned	Accountability
School information is available and accessible to all with disabilities, whether students, staff, parents or visitors. Meaningful engagement with the school on their part, including by attending reviews and Parents' evenings Students/families where English is spoken as an additional language (EAL) suffer no disadvantage	Identifying students / families at potential disadvantage from communication that is ineffective in their cases, including on account of EAL Reviewing the effectiveness of school publications and other means of communication in such cases In cases of EAL to provide a translation / support service as required, in house at first, or via appropriate agencies Making written materials available in other languages or other appropriate format.	Monitor and maintain ongoing actions. 6 week speaking, listening and writing task intervention. Introduce new measures as required	Pastoral team / SENCo/Head of Year
Hearing impaired students can access all areas of teaching and learning within the classroom environment so reaching their full potential	Providing Soundfield systems in classrooms. We have two portable units. Identifying students' needs and timetabling relevant students in appropriate rooms (our ability to do this in the Phase 1 building is limited) IT undertaking half-termly technical checks Annual maintenance contract Providing Inset training to all teachers / TAs in using the Soundfield systems	Monitor and maintain ongoing actions.	IT support / SENCo, Head of Year