



Accessibility Plan 2023-25

INTENT

The Wild Bank Community School Accessibility Plan has been developed and drawn with three key duties towards disabled pupils and takes account of the following in doing so - Children and Families Act 2014; Equality Act 2010; SEN Code of Practice 2014 (updated 2015); Disability Discrimination Act 1995/2005; SEN & Disability Act 2001:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to ensure access to education for disabled pupils.

This plan sets out the proposals of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

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. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The accessibility plan is structured to complement and support the school's Equality Plan, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Definition of Disability is-

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995/2005 Part 1 para 1.1)

INTENTION

At Wild Bank we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. At Wild Bank we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Wild Bank Community School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social,

spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Wild Bank Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music and extra-curricular activities
 - planning out of school activities including all school trips so that students with disabilities can participate
- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly • using language which does not offend in all literature and making staff and students aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of disabled people

The Accessibility Plan This plan will-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan links with the following policies-

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- Fire and evacuation Procedures
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Policy
- Special Educational Needs Policy



Accessibility Plan: 2023 – 2025

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Who? How?
Curriculum 1	Ensure that all pupils achieve their potential regardless of their race, gender, FSM status, SEN, EAL and disability	Provide high quality intervention provision which enables all children regardless of need to thrive in their learning	SEND/INCLUSION	Ongoing	No child is unable to thrive in their learning at WB due to any disability	In place and ongoing
Curriculum 2	Raise pupil's awareness of disability and diversity	Promote disability equality via <ul style="list-style-type: none"> • PSHE lessons • Assemblies • Celebrating difference Ensure there are learning resources (books etc) that show positive examples of people of diversity and/or with disabilities in a positive light.	Whole staff Outside agencies	On-going, termly	Increased whole school awareness of disability and diversity issues Children are aware of disabilities and learn about success stories e.g. Paralympics	Head Teacher SLT SENDCo All staff
Curriculum 3	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Visit leaders. Head Teacher Other relevant professionals -eg OT	On-going	School trips and residential visits are accessible for all pupils.	Head Teacher Trip leaders. Feedback from pupils
Curriculum 4	Ensure that after-school clubs and care provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical/sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	On-going	After-school clubs and care provision is accessible for all pupils.	Head Teacher SLT SENDCo
Curriculum 5	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Consider how lessons can be adapted so that physical difficulties can be supported allowing as much independence as possible.	All staff. Subject Leaders. Pupil Support LA support staff SEN Team in LA	On-going	Curriculum is fully accessible for all pupils eg. ipad for communication where language disorder Check timetables and resources are not a barrier to any individual or group's access to the curriculum	Head Teacher SLT. SENDCo.

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Who? How?
Information 1	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Staff to be aware of the different strategies that could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders.	On-going	Policies include provision for pupils with difficulties or disabilities.	Head Teacher Subject leaders.
Physical environment 1	That school building is accessible to all. To be aware of the access needs of disabled children, staff, governors and parents, carers	Liaise with Trust regarding doorways being altered to enable independent access by all.	Head Teacher	Ongoing	That class door/ entrances to school are accessible by all with independence Access plans are in place and are effective Disabled stakeholders can make a safe evacuation	Head Teacher Governors