

## **Accessibility Plan 2016-17**

The Equality Act 2010 requires public bodies, including academies, to actively promote disability equality and to make reasonable adjustments for students and visitors with disabilities. WBSG strives to ensure that the culture and ethos of the school are such that, whatever the needs of members of the school community, everyone is equally valued and treats others with respect. All pupils will be provided with the opportunity to experience, understand and value diversity in all its manifestations.

### **Our Overall Aims:**

To have high expectations of all pupils.

To ensure all pupils can participate in the full curriculum, including sport, music and drama

Extra curricular activities will be planned to enable pupils with disabilities to participate.

To set admissions criteria which do not discriminate against pupils with disabilities or treat them unfairly.

To promote teaching strategies that remove barriers to learning and participation, for pupils with disabilities.

To ensure future changes to the physical environment of the school meet DDA requirements, and so cater for the needs of all pupils.

Raise awareness of disability amongst the school through a programme of appropriate PSHE training; to make staff and pupils aware of the importance of appropriate language and ensuring that language in school does not offend.

To provide information for pupils with disabilities in a form that is 'user-friendly' and appropriate.

### **Current situation at WBSG**

We are an evolving school, constantly looking for ways to make ourselves accessible to all pupils, their families and visitors. We currently have ramps in place for the English block, Learning Support, 6<sup>th</sup> Form centre and the General science extension. There is limited provision (a temporary ramp) for access to the main building.

### **Objectives for 2016-17:**

#### **1. To improve the physical environment and increase the extent to which disabled pupils are able to take advantage of the education offered here:**

A - *the physical environment*: steps, stairs, kerbs, paving, parking areas, building entrances and exits, internal and external doors, toilets and facilities, lighting, ventilation, lifts, floor coverings, signs and furniture

B - *physical aids to access the environment*: ramps, handrails, lifts, widened doorways, adapted toilets, adjustable lighting, induction loops and way-finding systems. This also includes specialist ICT equipment, switches, specialist desks and chairs, portable aids and specialist equipment.

SEND duties relate to the individual pupil; the planning duty of the school relates to the wider population (e.g. a pupil with a visual impairment may be provided with low-vision aids, through a Statement of Special Needs or Education, Health and Care Plan; the school may ensure blinds and adjustable lighting are in position)

#### **2. To ensure that disabled pupils can participate fully in School life and the curriculum**

Information normally provided for pupils in writing (handouts, text books, timetables) must be available to disabled pupils as appropriate to their need. It may be in an alternative format, such as large print, audio tape / CD, or orally. It should be made available through a reasonable time frame and take into account the pupils' preferred format.

A range of elements will ensure the curriculum is accessible; this may come about through classroom support, deployment of staff, curriculum options, staff information and training.

Accessibility strategies will ensure that we are progressively planning for and preparing to respond to the particular needs of individual pupils.