



# WILLIAM FARR

C of E Comprehensive School

## Accessibility Plan

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### Introduction

William Farr Church of England Comprehensive School is an inclusive school where all members of the school community are known and valued, of equal worth and each has the opportunity to be the best that they can be.

It is a strategic priority to deliver an exceptional climate for learning through an inclusive school community.

Under the Equality Act 2010, it is unlawful for a school to discriminate against students or staff by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

### Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all members of our school community fairly and with respect. This involves providing access and opportunities for everyone without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising concerns.

The plan will be made available on the school website, and paper copies are available on request.

## Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **William Farr Church of England Comprehensive School is committed to:**

#### **1 Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs, leisure, sporting and cultural activities, and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

#### **2 Improving the physical environment of schools**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, blinds, induction loops, communication aids. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access to existing buildings will be considered with more electromagnetic doors, for example. Improved access can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, tables, chairs, writing equipment, science equipment and the like. For example, through enlarged computer screens and keyboards, specialist keyboards, communication aids, switches, photocopying enlargement facilities, specialist stools in science and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils and writing slopes.

#### **3 Improving the availability of accessible information to disabled pupils**

This part of the duty covers planning to make written information normally provided by the school to its pupils and parents, such as handouts, timetables, textbooks, information about school events available to those with a disability (including those with significant low reading acquisition levels). This might include

alternative formats such as large print, the use of ICT and the provision of information orally. We aim to consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision can be made accessible to all those with a disability.

### Improving the Curriculum Access at William Farr – section to be removed and replaced with new action plan

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Training for teachers on differentiating the curriculum.	Further CPD to take place on differentiation.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing development in 2018 – 2021.	Increase access to the Broad and balanced curriculum; pupils able to access work more independently.
Training for teachers on supporting physically disabled pupils to access their subjects independently.	Training for teachers of specific students.	Teachers more able to meet the requirements of disabled children's needs to independently access the curriculum.	Ongoing development 2018 – 2021.	Pupils with specific physical disabilities able to access work more independently.
Out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be planned and conducted in an inclusive manner that complies with all current and future legislative requirements.	Ongoing development 2018 – 2021.	Increase in access to all school activities for all disabled pupils.
Classrooms are organised to allow the participation and independence of all pupils.	Conduct learning walks; identify environments that require improvement; action needs	The needs of individual pupils can be accommodated with minimal disruption or reorganisation.	Ongoing development as student's needs will change 2018 – 2021.	Increase in access to the curriculum; improved confidence and safety of pupils.
Training on supporting the needs of learners who are hearing and visually impaired.	Inclusion update information to contain strategies to support HI and VI pupils; learning walks; additional CPD as needed.	Pupils who are HI or VI can access the curriculum with targeted support and where possible, independently.	Ongoing development as student's needs will change 2018 – 2021.	Increased access to the curriculum; pupils able to access work more independently.
School begins work towards achieving dyslexia	CPD to introduce criteria for dyslexia friendly status,	Written and visual resources match dyslexia friendly	Entry level status by June 2019	Increase access to the curriculum; pupils able to access work more

friendly status	review and development of key areas.	criteria and are accessible to a wide range of users.		independently and successfully.
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### Improving the delivery of written information at William Farr

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Availability of written material in alternative formats, to include school brochures, school newsletters and other information for pupils and parents in alternative formats.	Explore options, including LA support for converting written information into alternative formats; development of the website.	The school can provide written information in different formats when required for individual purposes.	By January 2019	Delivery of information to disabled pupils, parents and the local community improved.
Develop a dyslexia friendly identity for all written documents.	Audit of current written formats; audit of changes in line with dyslexia friendly guidance, develop consistent house style.	Written information follows a clear, dyslexia friendly house style and is accessible to readers of all abilities.	By April 2019	Pupils can access written material more independently; improved access to the curriculum.
Develop a dyslexia friendly, visual identity for all presentation resources, e.g. Powerpoint.	Audit of current written formats; audit of changes in line with dyslexia friendly guidance, develop consistent house style.	Visual presentation resources follow a clear, dyslexia friendly house style and are accessible to readers of all abilities.	By April 2019	Pupils can access presented material more independently; improved access to the curriculum.

### Improving physical access and the physical environment at William Farr

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Quiet, safe area within/near W8 and the Lawres Chapel is available for pupils with autistic spectrum disorders and SEMH needs.	Suitable location for a room to be identified that includes multi-functional areas, to include a safe-zone.	Pupils with ASD or SEMH needs have a safe area to go to when needed, where they are discretely supervised.	By January 2019	Pupils with significant ASD and SEMH needs are safe within school and more likely to succeed in their learning.

Improve stair and step access with appropriate fluorescent tape.	Provide all stairs and steps with the tape in place.	All stairs done.	By January 2019	Pupils with VI can easily see the stair steps.
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### **Monitoring arrangements**

This document will be monitored every 3 years but may be reviewed and updated more frequently if necessary.

### **Links with other policies**

William Farr Church of England Comprehensive's School Equality policy

Equality Objectives policy

Public Sector Equality Duty

SEND School Information Report

SEND policy