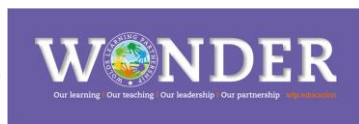




**This policy is applicable to:** Woldgate School and Sixth Form College as part of the Wolds Learning Partnership (WLP)

<p><b>Important:</b> This document can only be considered valid when viewed on the website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p>	Woldgate School
<b>Name of Responsible Committee/Individual:</b>	LGB & Board of Trustees
<b>Implementation Date:</b>	September 2017
<b>Review Date:</b>	August 2024
<b>Target Audience:</b>	Staff, Parents, Pupils, Visitors
<b>Reference Documents:</b>	

Wonder Learning Partnership is a charitable company limited by guarantee, registered in England and Wales with Company Number: 10518602.  
Registered Office: 92 Kilnwick Road Pocklington, York YO42 2LL



The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governors of Woldgate School recognize the following duties that this places upon them:

- Not to treat pupils or students with disabilities less favorably for a reason related to their disability.
- To make reasonable adjustments for pupils or students with disabilities, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, recognizing that their age and design can impose its own limitations, so that there is an increased access to education for disabled pupils or students and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which pupils or students with disabilities can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which pupils or students with disabilities can take advantage of education and associated services.
- Improving the delivery to pupils or students with disabilities of information which is provided in writing for pupils or students who do not have a disability.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the local governing body. The plan attached sets out the Governors' proposals for increasing access to education for pupils or students with disabilities.

Woldgate is committed to ensuring equal treatment of all its employees, pupils or students and any others involved in the school community who have any form of disability and we will ensure they are not treated less favourably in any procedures, practices or service delivery.

We will not tolerate harassment of any person, whether a person with a disability or any form of impairment, or a pupils or student who is a carer of parents with disabilities.

The Governors are responsible for the implementation of the DDA Accessibility Plan – including planned monitoring visits, reporting procedures and any budget implications.

### **What do we understand by “disability”?**

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 Part 1 para 1.1).

This definition was amended and broadened in December 2005, under the 2005 Disability Amendment Act, to include:

- Anyone with cancer or surviving cancer, people with HIV and multiple sclerosis, from the point of diagnosis.
- Anyone with a mental impairment, no longer requires this to be clinically well recognized.
- All pupils or students with SEN and those with long term medical needs to be treated as disabled for the purposes of the Act and for equality, as recommended by The Disability Equality in Education (DEE). This is in addition to all pupils or students with long-term impairments which have a significant impact on their day-to-day activities.
- Anyone who has had a disability (DDA 1995 Part 1 para 2.1). The provisions of this Part and Parts II and III



apply in relation to a person who has had a disability as much as they apply in relation to a person who has that disability.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils or students may or may not have special educational needs. The school recognizes that social, educational and behavioural difficulties are part of this definition.

### **Legal Requirements**

Local authorities, schools and colleges are required to develop plans to improve access for disabled pupils or students by:

- Increasing access to the curriculum, by embedding inclusive practices in the classroom to help remove barriers to learning.
- Improving the physical environment of the school, for example by the use of ramps, handrails, adapting doors and emergency exits, toilets and washing facilities and the use of physical aids to help pupils or students gain access to education (such as custom-built furniture and ICT equipment).
- Improving the delivery of information that is provided in writing, for example, by providing alternative formats such as large print, alternative languages, Braille and audio tapes and CDs, signing systems and communication aids to be used in responding to individual pupils or student profiles, taking advice from L.A.'s specialist services.

### **Disability and Woldgate School**

Woldgate School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Learning Difficulties and Disabilities Policy as well as Equal Opportunities Policy.

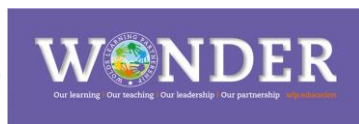
### **Access to this plan:**

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with senior management and will inform relevant aspects of the school's development plan. It will also be made available to OFSTED inspectors upon request.

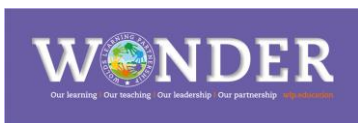
### **Supporting Policies:**

- Single Equalities
- Equal Opportunities
- Special Educational Needs
- Curriculum Policies
- Anti-bullying
- Educational Visits
- School Uniform Policy
- School Development Plan



### **Previous Adaptations made to or around the school buildings;**

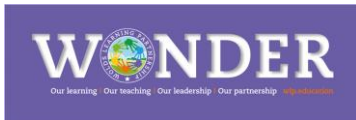
- There are three easily accessible WC's in the school buildings for use by those with a disability.
- A lift is available for access to the first floor of Thixendale Block
- Ramps have been provided for access to 'mobile' buildings and appropriate measures taken to address ground floor changes in level where they existed. The drive's kerb at the front of the school, outside Reception is also ramped to allow wheelchair access.
- Handrails have been fitted where the ground slopes appreciably or where ramps are provided.
- Media projectors have been installed in all teaching rooms as it is recognized that children with learning difficulties and problems with their sight, or who are partially sighted, find it easier to learn when teaching content is projected.
- Staff within the school who have required training to accommodate the disability needs of those they support have volunteered for this so that children with educational, medical and personal care needs could gain access to the education provided. Staff have received training in 'rebound therapy' (undertaken on a trampoline) in support of pupils or students with severe physically disabilities.
- Disabled parking bays are available at the front of the school.
- Where steel or other stanchions provide support to 'covered ways' between the buildings, or where stanchions are 'stand-alone' in the buildings, measures are taken to make them readily apparent to those who have problems with their sight, or who are partially sighted.



## Woldgate School Accessibility Plan 2017-2024

Objective	Strategy	Outcome	Timescale	Goal Achieved
<b>1. Improving Access to the Curriculum</b>				
Maintain the range of skills and experience within the staff so that the school is able to correctly assess and provide for the needs of pupils or students with disabilities and learning difficulties	Continue to audit staff's current skills, training and experience – decide as appropriate whether to augment these through training or employment of a specialist with these skills and experience	Staff are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils or students with Learning Difficulties and SEN to access more of the curriculum	On-going subject to funding	Pupils or students are better able to access the curriculum regardless of their Learning Difficulties & Disabilities
Amongst teachers, a greater awareness of and confidence in dealing with pupils or students with Learning Difficulties and SEN	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	On-going	Better access to the curriculum for children on the SEN register

Objective	Strategy	Outcome	Timescale	Goal Achieved
<b>2. Improving Delivery of Written Information</b>				
Maintain the overall awareness in the staff of the importance of good communication systems	Advice and training as required	Better awareness of employees and adults at the school	On-going	Increased effectiveness in meeting pupils or students' needs
Look at alternative ways of providing information – e.g. audio versions for the blind	Advice from associations concerned with disability	A stock of information stored in different formats	Ongoing depending on funding	Delivery of information pupils or students, parents and the general public improved
Improved signage	Audit all signage for visibility to people with impaired sight	New/more signage	On-going	Signage that is informative, attractive and used by the disabled
Objective	Strategy	Outcome	Timescale	Goal Achieved



<b>3. Developing access to the physical environment of the school</b>				
Answer the question – Is it possible for a person in a wheelchair to access the first floor by some means	Investigate whether or not it is possible to install stair lift on one of our staircases there will be engineering, cost and planning issues	Objective information about whether or not it is possible to access the first floor.	Achieved in Thixendale Block	Factual information to use for future plans
To make the entire school site more accessible	New school building to be completed between February 2025 and 2026	New school building accessible for all pupils	2 to 3 years	