

	<b>Accessibility Policy and Action Plan</b>	
	Policy Author	Judy Nettleton
	Date Written	Nov 2008 / Reviewed July 2016
	Evaluated by Governors	Yes
	Governor Committee	FGB
	Policy Review Date	July 2019
	Review Responsibility	Judy Nettleton
	Links to other policies	Equalities

West Hill School is an inclusive school that strives to ensure that the culture and ethos of the school values all the members of its community, whatever their abilities and needs, and where everyone is equally valued and treats one another with respect.

Pupils will be provided with the opportunity to experience, understand and value diversity.

We aim to fully include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- planning out-of-school activities, including all school trips and excursions, so that no pupil is discriminated against
- setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff, parents, governors and pupils through a programme of training
- providing written information for pupils with disabilities in a form which is user friendly
- using language which does not offend in all its literature and making staff and pupils aware of the importance of language
- Adhering to the guidelines of the Equality Duty

The definition of disability (DDA 1995 Part 4 Code of Practice for Schools) is:

*"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."*

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

The three main sources of support available to disabled pupils in school come from different parts of the legislation:

1. the disability discrimination duties

2. the planning duties; and
3. the Special Educational Needs (SEN) framework

Discrimination means less favourable treatment.

It is either:

- Treating a disabled pupil or prospective pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; or
- Failing to take reasonable steps to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification. This is known as the "reasonable adjustments" duty

West Hill School will ensure that pupils are not discriminated against:

- In relation to admissions; (through county and area panels, witnessed by Partnership with parents)
- In relation to education and associated services\*; or
- By excluding a pupil

\*Education and associated services covers all aspects of school life including:

- Preparation for entry to West Hill
- Curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Groupings of pupils
- Homework
- Access to school facilities
- Activities to supplement the curriculum, e.g. a drama
- Groups visiting the school
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and examination arrangements
- School discipline and sanctions
- Exclusion procedures
- Clubs and activities
- School trips, including residential trips
- The school's arrangements for working with other agencies
- Preparation of pupils for post-16 choices

Exclusions

West Hill will not discriminate against a pupil from the school for a reason related to his/her disability. This constitutes less favourable treatment.

## Accessibility Action Plan 2016-2019

### Strand A: Increasing the Extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Who?	Timeframe	Achieved and evidenced
Improve pupils' literacy and comprehension skills	Improve pupils' independent writing Explore alternative word processing tools for pupils with poor literacy skills	HP	2016-17 (See SDP priority)	
Improve whole school IT infrastructure	Upgrade wireless routers Merge Admin and teacher networks and remove clutter Explore Cloud storage Trial Learn Pad	JK Office  JK LS	2016-17	
Provide appropriate accreditation routes for pupils in KS4		BD	By Dec 2016	

### Strand B: Improving the Physical Environment of schools

Targets Short Term	Strategies	Who	Timeframe	Achieved & evidence
Ensure the school environment responds to the increasing complexity of pupil needs through planning of the new build and refurbishment of existing building	Work with architects to ensure school's needs are met throughout extended project Scaffold sections of the rooms	JN	2016-2018	
		EY team	By Oct 2016	
	Make continuous provision accessible for all reception pupils	AS	By Oct 2016	

### Strand C: Improving the Delivery of Information to Disabled Pupils

Targets	Strategies	Who	Timeframe	Achieved and evidenced
Improve staff and pupil use of augmentative communication, especially PODD in primary	Bespoke training and resourcing as required InPrint 3	SEN team	Ongoing	