



**Westcliff High School**  
for Boys

**ACCESSIBILITY**  
**POLICY**

<b>REVIEWED:</b>	<b>Autumn 2021</b>
<b>COMMITTEE:</b>	<b>Finance, Admin &amp; Property</b>
<b>DATE OF NEXT REVIEW:</b>	<b>Autumn 2023</b>

# INTRODUCTION

Westcliff High School for Boys has high ambitions for all of its students, including those with a disability and aims to ensure that they have the opportunities to participate in every aspect of School life. The School strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

## 1. **Accessibility Strategy**

This Policy has been produced in response to, and in accordance with, the Equality Act (2010). A person has a disability if they have either a physical or mental impairment that has a substantial and long-term adverse effect on their ability to perform their normal day-to-day activities.

## 2. **Admissions**

The Governors of Westcliff High School for Boys support the Special Educational Needs and Disability Act (2001). The Governors are therefore committed to the principle of all children, subject to having satisfied our entry requirements, having equal rights of access if this can reasonably be provided.

## 3. **Access to the Physical Environment (Buildings and Classroom)**

- Although there are some parts of the School site that are not fully accessible there is no part of the School's provision that is not accessible. For example, there is no access for a pupil in a wheelchair to the computer room B6 but there is lift access to the computer room M20 along with access to one of the computer rooms in the West Basement. Where provision exists only in one location (such as Food Technology in T4), there is full access;
- If a pupil has a short-term incapacity, e.g., a broken leg necessitating temporary use of a wheelchair, the School will make changes to rooming for the duration of the incapacity if required;
- The School continues to review access to the physical environment.

## 4. **Evacuation Procedures**

- The School will adapt its evacuation procedures if there is a pupil on roll who may find emergency evacuation procedures difficult;
- In such circumstances, evacuation procedures will be discussed with the pupil and parents/carers;
- If necessary, a Personal Emergency Evacuation Plan (PEEP) will be drawn up; this will be circulated to all of the pupil's teachers and a copy will be in the pupil's SEND file.

## 5. **Curriculum Access**

- Pupils with a disability, will, as far as possible, have access to a full and broad curriculum similar to that followed by their peers, differentiated to take account of access and learning needs;
- The School will, in response to a pupil's needs, consider an individualised learning programme;
- Advice and support, where appropriate, will be sought from relevant external agencies;
- Specialist equipment and ICT resources may be available to meet individual needs;
- In constructing the Timetable, the School will give sympathetic consideration to individual needs.

## **6. Examinations: Access Arrangements**

- The Examinations Officer will, as appropriate liaise with the SENCO, pupils, parents, and Awarding Bodies in relation to access arrangements for public examinations;
- The Examinations Officer will also consider access arrangements for internal examinations (although in many cases the reduced length of such examinations and hence the reduced demand on the pupil may obviate the need for such arrangements).

## **7. Extra-curricular Activities Access**

- Pupils are always able to participate fully in the wide range of extra-curricular activities offered by the School consistent with the limitations imposed by any disability;
- Arrangements for recreation and other aspects of a pupil's social development are incorporated into their High Need information;
- The suitability of any event and the need for additional support will be discussed fully with the parents in advance.

## **8. Information for Pupils and Parents**

- Parents are routinely involved in reviewing provision for the pupil. The pupil will also be involved;
- Large print format materials can be made available;
- Materials can be made available on coloured paper;
- The services of a sign language interpreter can be accessed to facilitate parental interviews;
- In the event of either pupils or parents having difficulty accessing information normally provided in writing (such as worksheets or newsletters), the School will consider alternative forms of provision.

## **9. Other Relevant Policies**

The School's Policies in relation to Admissions, Special Educational Needs, and Equality are also relevant to the general issue of accessibility.