



Westcliff High School for Boys

ACCESSIBILITY PLAN

REVIEWED: Summer 2024

COMMITTEE: TQPC

DATE OF NEXT REVIEW: Summer 2025

1. Introduction

This plan is drawn up in accordance with the planning duty under Schedule 10 of the Equality Act (2010). School Governors are accountable for ensuring an accessibility plan is drawn up and implemented.

1.1 Equality Act Legislation:

1. The responsible body of a school in England and Wales must prepare—
 - (a) an accessibility plan;
 - (b) further such plans at such times as may be prescribed.
2. An accessibility plan is a plan for, over a prescribed period—
 - (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
 - (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
 - (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
3. The delivery in sub-paragraph 2(c) must be—
 - (a) within a reasonable time;
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
4. An accessibility plan must be in writing.
5. The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.
6. The responsible body must implement its accessibility plan.

2. Definition of Disability (Equality Act 2010):

1. 'A person has a disability if:
 - a. They have a physical or mental impairment, and
 - b. the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.'

3. Key Objectives:

1. Maintain and develop access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
2. To improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
3. To improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Principles

Compliance with the Equality Act (2010) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy; ▪

The school recognises its duty under the Equality Act 2010

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan
- The school recognises and values parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. (General School Policy and SEN policy);
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum. (Curriculum Policy/Development Plan/SEN Policy);
- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

5. Activity

This section outlines the main activities which Westcliff Grammar School for Boys undertakes, and is planning to undertake, to achieve the key objectives (above).

1. Increasing the extent to which disabled students can participate in the school curriculum. We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits. ▪
 - a. Year on year planning for a more inclusive curriculum;
 - b. Changes to teaching and learning arrangements;
 - c. Classroom organisation;
 - d. Deployment of auxiliary aids and personnel;
 - e. Information and training for staff.

2. Improving the physical environment of the school. We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.
 - a. Visual improvement
 - b. Signs
 - c. Improvements in the acoustic environment
 - d. Furniture
 - e. Disabled toilets/showers
 - f. Ramps
 - g. Disabled parking spaces
 - h. Steps
 - i. External hard surfaces
 - j. Fire alarm procedures
 - k. Lighting
 - l. Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools').

3. Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested (DfES Guidance 'Accessible Schools')

- a) Modified examination papers
- b) Modified resource and support material
- c) ICT facilities

6. Related policies

This policy is written in conjunction with the following policies:

- Special Educational Needs Policy
- Behaviour Management Policy
- Curriculum Policies
- Fire and Emergency Evacuation Plan
- Health & Safety Policy
- School Improvement Plan
- Teaching and Learning Policy

7. Objective Action(s)/Strategies

When Success Criteria monitoring, the goal is to increase the extent to which disabled students can participate in the school curriculum

- Regular review of curriculum to ensure full accessibility
- High expectations of all students
- High achievement and attainment
- Introduction of specialist courses for targeted students (where appropriate).
- Individualised timetables
- Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)
- Personalised Learning & Assessment for Learning
- Range of Learning and Teaching strategies facilitated by high-quality ICT
- Deployment of auxiliary aids and personnel (SEN department)
- Fewer disaffected and underachieving students.
- Students achieve target grades/levels.
- Classrooms optimally organised for disabled students.
- Class seating plans in all subjects
- Students working at their own level and achieving their targets grades/levels

The Accessibility Plan

Objective	Action/Strategies	When/by whom	Monitoring evaluation
<p>Increasing the extent to which disabled students can participate in the school curriculum</p>	<ul style="list-style-type: none"> • Review of curriculum to ensure there is a range of achievable curriculum options available and on offer • Upskilling staff to meet the needs of students with SEND in the classroom through training • Ongoing monitoring of personalised learning in the classroom by ST and SENCO • Purchase and deployment of auxiliary aids, where needed, following pupil assessment for example, writing slopes, different height tables/chairs, dycem, foot rests • Offering a range of targeted provision, for example occupational therapy or physiotherapy • Provision of practical assistants where need to facilitate access to subjects which require a practical element, such as DT, science • The provision of a hearing loop for students with HI • Ensure ICT has a range of accessibility options, such as being able to change the colour of the background or font size, text to speak 	<p>Ongoing review SENCO Teaching and Learning team HoDs</p>	<p>There has been progress in several areas, particularly staff training. We would usually refer pupils to their GP in order to access occupational therapy and physiotherapy.</p>
<p>Improving the physical environment of the school</p>	<ul style="list-style-type: none"> • Provision of white and yellow painted lines on all outside and some internal steps • Improvements to signage for VI students, consideration of brail • Provision of a slope to access the outside field • Provision of a ramp to access the outside West Quadrangle • Check there are sufficient rise and fall sinks in science and food tech rooms 	<p>Facilities Manager Headmaster By January 2024</p>	<p>There has been progress in a number of areas. The School successfully bid for matched funding to cover a number of these projects and works are anticipated to take place during the summer holidays. This includes doors and ramps.</p>

	<ul style="list-style-type: none"> • Ensure lift areas are kept clear • Ensure corridors are clear and fire extinguishers are fastened to the wall • Ensure students keep bags tucked under their desks • Ensure staff/students use a lidded cup when walking between rooms with a hot drink • The provision of an accessible shower for disabled individuals • The provision of a hoist within an accessible toilet • Ensure there is an obvious safe place to cross the road between the main building and the science and Technology blocks, by installing a hashed area 		
<p>Improving the accessibility of information for pupils, parents and others with disabilities</p>	<ul style="list-style-type: none"> • Continue to provide modified Examination papers are made available where necessary • Continue to modify resources as required, such as worksheets printed on different colour paper or different sized fonts • ICT is made accessible in order to change the colour of the background or type or size of font • Install visual fire alarms • School website to have an audible option • School Information to be offered in braille or simplified form • Toilets to have braille signage • Provision of a hearing loop for Governors' meetings 	<p>Exams Officer SENCO Site manager Website manager ICT team</p>	<p>There has been some progress although further progress is required in relation to a number of the listed items. Progress will be contingent on available funding.</p>