



# The Market Weighton School

## Accessibility Plan

Policy Author	Business Manager/SENCo
Date	Summer 2017
Date Policy Adopted by the Governing Body	Summer 2017
Review Date	Summer 2020
Reviewed By	
Next Review	
Version	1

*“A person has a disability if he or she has a physical or mental impairment that has a substantial long term adverse effect on his or her ability to carry out day to day activities.”*

The Disability Discrimination Act 1995 (DDA) definition

## Introduction

1.1 The DDA was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of The Market Weighton School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

1.2 In considering what is reasonable the school will take account of;

- The need to maintain academic standards
- School budget situation
- The practicalities of making an adjustment
- Health and Safety factors
- The interest of other students

1.3 The DDA places three specific requirements on the Governing body;

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery of information that is provided in writing for students.

1.4 In addition to the above TMWS aims to improve the delivery of information that is provided to adults who are not disabled, to include parents/carers and visitors

1.5 The overall aim of The Market Weighton School’s Accessibility Plan is to increase the accessibility to education for disabled students. The Accessibility Plan can be found at Appendix 1. The priorities identified in the Accessibility Plan are recorded under the three requirements detailed above.

1.6 The Accessibility Plan should be read in conjunction with the following supporting policies:

- Anti-Bullying Policy
- Behaviour Policy - The practice of ‘reasonable adjustment’ is integral to the Behaviour policy. The school behaviour policy, however, covers all students; a disability therefore does not preclude a student from sanctions or exclusions.

- Educational Inclusion Policy (incorporating Special Educational Needs and Disabilities and Additional Educational Needs)
- Supporting Medical Needs Policy
- Educational Visits Policy
- Equality Duty Statement

## 1.7 Availability of the Accessibility Plan

This plan will be made available on the school's website and from the school reception.

The Governing Body will review and report on the Plan annually. This will be done through liaison with the Senior Manager, the Learning Support Manager and the HR & Support Services Manager.

## 1.8 Previous Adaptations made to the school

A range of initiatives and adaptations have already been introduced at TMWS to help increase the accessibility to education for disabled students. These are detailed below under the relevant DDA requirement:

### 1.8.1 Improving Access to the Curriculum

- Full time education in classes, with additional help and support by the subject teacher through a differentiated curriculum
- In class support from a TA, where appropriate
- Whole staff training on differentiation, teaching strategies and teaching styles
- Foundation Learning provision (KS3) / Skills for Working Life option (KS4) / ASB Base
- Personalised timetables and curriculum offer, where relevant and appropriate
- Literacy and Numeracy intervention where appropriate, in order to improve basic literacy and numeracy skills
- Input from appropriate outside agencies/professional services.
- Learning Support department work proactively with the primary schools along with seeking advice from relevant professionals to ensure reasonable adaptations are made prior to the pupil starting school
- Extra-curricular: Access to School Council and lunchtime/after school clubs.

### 1.8.2 Developing Access to the Physical Environment of the School

- All buildings have external ramp access or internal access to ground floor classrooms
- Where appropriate hand rails have been added to assist with stairs
- Marking of internal/external steps
- Disabled toilet available with hoist

- Installation of electronic white boards in teaching rooms - it is recognised that children with learning difficulties or who are partially sighted find it easier to learn when an electronic white board is used
- Staff training so that children with medical needs can gain access to the education e.g epilepsy, diabetes, foetal alcohol syndrome
- Two designated parking bays for people with a disability
- Stair climber available for access to music room
- Physiotherapy room on site
- Keep left on corridors
- Height adjustable classroom tables, hob and sink in the Food room, table with vice in the DT area
- Lap tops.

### 1.8.3 Improving the delivery of information to pupils

- Hearing loop fitted in 3 classrooms and the main hall
- Relevant training and advice has been sought from external agencies, when required and shared with appropriate staff members.
- Improved signage around the school site.

## Appendix 1: The Market Weighton School Accessibility Plan 2016-2017

### Improving Access to the Curriculum

Objective	Strategy	Timescale
To continue to ensure that the curriculum offered is inclusive for all students.	Learning Support dept. to work in partnership with students with disabilities, their parents/carers, the Pastoral Teams and where appropriate, external support services, to plan and support a personalised curriculum that meets the needs and interests of the student.	Ongoing.
To continue to improve the range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.	Audit staff's current skills, training and experience. Continue to release staff to attend specialist training.	Ongoing to ensure accurate records. Ongoing, subject to funding, and there being an identified need.
Ascertain disabilities of pupils to enable adaptations to be made prior to the students arriving.	Continue liaison with Primary Schools and any feeder school along with consultation with parents and professionals.	Ongoing.

Continue to develop a greater awareness of and confidence in dealing with pupils with SEND and SEN amongst staff.	Communicate relevant information to staff to ensure awareness of the student's needs and strategies when working with them. Identify areas where knowledge and skills base needs to be extended.	Ongoing.
To ensure appropriate technology is used where it is deemed to be beneficial.	Consultation with parents and a feasibility study.	Ongoing.

### Developing Access to the Physical Environment of the school

Objective	Strategy	Timescale
As a place of employment TMWS will strive to meet the needs of all staff to support their full inclusion into the workplace.	Working in partnership with the employee, Occupational Health and appropriate external support services, reasonable, necessary adjustments will be undertaken to enable full access to all areas of the school.	Ongoing.
Ascertain disabilities of pupils to enable adaptations to be made prior to the students arriving.	Continue liaison with Primary Schools and feeder schools along with consultation with parents and professionals.	Ongoing.
To enable parents/carers and visitors to use the school site and access the full range of activities put on by the school.	Parents/carers and visitors will be asked to inform the school of any adjustments needed. The school will then ensure these adjustments are met, where reasonably possible.	Ongoing.
Site security	In the case of an identified need, a discussion will be held with professionals involved with the young person along with parents/carers and relevant school staff. Reasonable adjustments will be considered based on cost and what is right for our school.	Ongoing

### Improving Delivery of Information

Objective	Strategy	Timescale
To continue to co-ordinate special exam access arrangements in accordance with up to date JCQ guidelines.	The Learning Support team to lead on this, ensuring appropriate access and support for public exams.	Ongoing.

Notices and information about school events to be displayed via Tutor notice boards, on the schools TV Screens and website/social media platforms. Enlarged versions required.	IT to be more proactive in sourcing information and all staff to send photos and updates in a timely manner.	Ongoing
Look at alternative ways of providing information e.g. audio versions.	Advice from associations with disability.	Ongoing and as required.
Increase awareness of the importance of good communication systems.	Training and briefing sessions. Advice from associations with disability.	Ongoing and as required.