

# WIGSTON TRUST ACCESSIBILITY PLAN

2017-2020

## Introduction

This plan sets out the proposals of the Trust to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for pupils who are not disabled.

This plan has been produced in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEND policy. The Equality Act 2010 has placed a greater duty on schools to produce robust accessibility plans which cover all kinds of disability, clearly stating it is the school's responsibility to make reasonable adjustments to make sure that disabled students are not discriminated against.

This Trust recognises its duty to:

- not discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not treat disabled students less favourably
- take reasonable steps to avoid putting disabled students at a substantial disadvantage
- publish and regularly review an Accessibility Plan.

Definition of Disability:

EQUALITY ACT 2010 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **1A: The purpose and direction of the Trust’s plan: vision and values**

The Trust aims to be fully inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our students or any adults associated with our Trust without regard of sex or gender, ethnicity or faith, ability or disability, educational needs or talents, sexual orientation, pregnant or not.

### **1B: Information from pupil data and school audit**

*To be added.*

### **1C: Views of those consulted during the development of the plan**

Views to be sought from students with disabilities, their parents and carers, parents and carers with disabilities themselves, staff with experience of disabilities (directly or indirectly), and experts from associated agencies.

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

- Within the on-going process of curriculum policy review and school improvement, ensure that policies relate to disabled students and their outcomes.
- EHCP targets used by classroom teachers and support staff to provide personalised and differentiated resources to ensure full access to the curriculum.
- Draw on the expertise of external agencies to provide specialist advice and support.
- SENCO to have an overview of the needs of disabled students.
- Ensure there are high expectations of what students with disabilities can achieve.
- Ensure appropriate deployment and training of learning support staff.
- Share successful practice within the Trust and between other schools.
- Ensure disabled students have access to extra-curricular activities.
- Use PSHCE time to continue to promote diversity and the need to value all individuals.
- Continue to focus on the talents of all students.

### **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- Ensure that the continued re-modelling and building of the school increases accessibility and addresses priorities identified in an accessibility audit.
- Include accessibility in the school improvement plan.
- SENCO to work regularly with local authority specialists to ensure that classrooms are arranged to provide maximum access and benefit for disabled students.
- Audit of adjustable furniture and adapted equipment for students with visual, physical and hearing impairments.
- Audit of and provision for modified equipment and resources in every classroom.
- Ensure any repairs and replacements to fixtures and fittings increase accessibility.

**2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

- Ensure disabled students receive hand-outs, timetables, worksheets, notices, information about school events.
- Ensure information is available in an appropriate format which takes account of students' disabilities e.g. in Braille, large print, in simplified language, on audio or video tape, through sign language etc.