



**Wallington High School for Girls**

**Accessibility Plan**

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**REVIEW**

**Last Reviewed:**

**January 2019**

**To be reviewed:**

**January 2022**

## ACCESSIBILITY PLAN

### 1. INTRODUCTION

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. In carrying out their functions, public bodies (including schools) are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As part of this, schools and local authorities are required to carry out accessibility planning for disabled students and must show how the school is

- increasing the extent to which disabled students 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 students who are not disabled.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **2. THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN**

- Wallington High School for Girls has high ambitions for all disabled students and expects them to participate and achieve in every aspect of school life to fulfil or exceed their individual potential at each key stage.
- The school endeavours to remove any barriers to access in all areas of the life of the school.
- The school is committed to ensuring equal opportunities in all aspects and to make all students feel welcome irrespective of race, colour, creed or impairment.

## **2.2 Priorities for the development of information and data to support the school's accessibility plan**

**In order to meet the duty in terms of accessibility planning, the school will**

- Regularly survey disabled students and staff to audit provision from their point of view.
- Audit school policies, practices and procedures.
- Regularly audit the numbers of disabled students accessing extra-curricular activities and their achievement.
- Ensure emergency evacuation procedures specifically include disabled students.
- Improve disabled access to the Technology Block.

## **3. THE MAIN PRIORITIES IN THE SCHOOL'S ACCESSIBILITY PLAN**

### **3.1 Increasing the extent to which disabled students can participate in the school curriculum.**

- Ensure that appropriate individual IEPs are in place and that all staff concerned are aware of them;
- Ensure that curriculum-led visits and enrichment activities are accessible for disabled students and staff
- Ensure examination access arrangements for disabled students are in place and that these are managed effectively

### **.2 The physical environment of the school**

- Improve the access to the Technology and the TP Block
- Improve access to the Canteen and to the Medical Room
- Review the location of lockers for less mobile students
- Improve the parking arrangements for people with disabilities including pick up and drop off for students
- Investigate the provision of a quiet place for students to be able to access at break and lunchtimes

### **3.3 Written / Oral Information**

- Develop, in liaison with parents / carers and professionals, individual strategies to address individual needs of accessing written or oral information
- Liaise with Independent Caterers to improve their labelling and information provision

#### **4. MAKING IT HAPPEN**

##### **4.1 Management, co-ordination and implementation.**

- Ensure that all aspects of the accessibility plan are incorporated into the School Improvement Plan along with responsibilities, time-scales, monitoring and evaluation.
- Governors to monitor progress at the relevant committee throughout the year.

##### **4.2 Availability of the School's Yearly Plan.**

- Informing parents / carers, through the half-termly Newsletter and on the school website, that it is available on request from the school.
- That it is available in large font or an alternative language if requested.

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