Accessibility Plan

This accessibility plan outlines how access to Villiers High School is to be improved for pupils, staff and visitors with disabilities in a given timeframe. At Villiers, we anticipate the need to make reasonable adjustments where ever practicable.

<u>**Accessibility Plan 2018-2019**</u>

Purpose of Plan

The purpose of this plan is to show how our Villiers High School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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

This definition includes people who have any of the following:

a) Physical disability
b) Sensory impairment or loss (e.g. visual, hearing)
c) Mental illness and mental health difficulties
d) Chronic illness (e.g. asthma, epilepsy, diabetes, HIV, MS, cancer)
e) Medical conditions which may cause pain or other symptoms that affect studies such as diabetes, arthritis and epilepsy
f) Learning difficulties (e.g. dyslexia, dyspraxia)

Behaviour related challenges are only included if they relate to underlying physical or mental impairment or result from a mental illness, which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of students who are, or may be on our SEN register.

A disability could therefore lead to problems in the following main areas:

a) Mobility and motor skills, manual dexterity
b) Speech, hearing or eyesight
c) Life skills
d) Memory, concentration
e) Ability to learn and understand
f) Behaviour
g) Perception of danger
h) Confidence

Key Aims
To reduce and eliminate barriers to enable total access to Villiers's environment, curriculum and information for students, prospective students, staff and visitors with a disability.

Principles
- Compliance with the Equality Act is consistent with Villiers's aims and equal opportunities policy and SEN information report.

- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To increase the extent to which disabled students can participate
  - To improve the physical environment of the school to enable disabled students, staff and visitors to take better advantage of the facilities
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities
  - provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students
  - set appropriate learning challenges
  - respects the parents' and child's right to confidentiality
  - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate

Activities
- **Education and related activities**
  - The school will continue to seek and follow advice the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professional from the local NHS trusts.

- **Physical Environment**
  - The school will take account of the needs of students, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishment of the school site and premises such as, improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings

- **Provision of information**
  - The school will make itself aware of local services, including those provided through the LA, providing information in alternative formats when required or requested.

- **Action Plan**
  - The school will publish an Action Plan outlining short, medium and long term targets to ensure the Key Objectives of the Accessibility Pan are met.

- **Linked Policies**
  - The Accessibility Plan should be read in conjunction with the school's:

    - Equal Opportunities Policy
    - SEN Policy
    - Curriculum Policies

Increasing Access for disabled pupils to the school curriculum
- Individual LA funding for students with an Education, Health and Care Plan
- Learning Support Assistants in targeted lessons

- One-to-one withdrawal for individual students to support literacy, social emotional and mental health and self confidence
- Small group work for targeted students to support literacy, social emotional and mental health and self confidence
- Access to school Counsellor
- A range of clubs at lunch time and after school
- Reduced class sizes for less able students in core subjects
- Differentiated lessons
- Reduced timetables for students according to need
- Sensible location of form room on ground floor for students with mobility issues
- Computer reader
- Laptop use to support students with literacy and/or handwriting difficulties
- Risk assessment of pupils with mobility issues for all trips

Improving access to the physical environment of the school
- Access to specialist rooms on the ground floor including three science laboratories, Drama studios, Music rooms, Gyms, Sixth form Centre, Canteen, computer rooms and D & T rooms for Textiles, Food Technology, and Resistant Materials and Graphic Design
- Entry/exit only doors
- Clear signage in and around school
- Upgraded CCTV in and around school
- Walk on the left policy
- Risk assessment of pupils with mobility issues for use of stairs

Improving the delivery of written information to disabled pupils
- Use Google translate for lessons/ school information
- The use of translators for parent/carer involvement
- The use of translator for student assessments

Site accessibility

- All buildings are accessible at ground floor. Where the entrance is not flat, ramped access has been added
- Outdoor staircase to the ICT room has visibility stripes on each step
- There is a disabled toilet on the ground floor in the Old Building
- There is one Disabled Parking Space.

Plan availability

- The school makes its Accessibility Plan available in the following ways:

  - A copy is posted on the school website
  - A copy is held in the school office alongside other documentation
  - A copy can be e-mailed or posted on request

Financial Planning and control

The Headteacher, SLT and the Governors will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Access to the curriculum -					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Where possible room lessons for students with mobility issues on the ground floor	HOY and SENCO to arrange with class teachers and data manager of room changes	HOY/SENCO	Long term	Beginning of each academic year	Students with disability issues can access the majority of the curriculum including trips
Ongoing training for all staff regarding	Improves accessibility for dyslexic pupils or pupils with	SENCO and LSA	Long term	Each academic year	

resources to support pupils learning	perceptual difficulties				

Access to the physical environment

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Wheel chair access to reception	Ram into reception Hand rail into reception Automatic doors	Site manager	Long tern		
	Application for inserting a lift Budget allocation	Site manager	Long term		

Lifts installed in O and/or N building					

Access to information advice and guidance					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Web site contains easily and accessible and relevant information	Translate text button on each page	IT in charge of website			