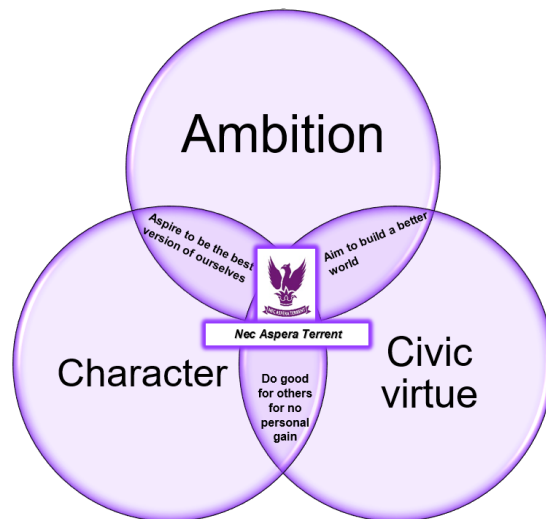




# DRAYTON MANOR HIGH SCHOOL

## ACCESSIBILITY POLICY



# ACCESSIBILITY POLICY

## Accessibility Strategy

Schools are required under the Equality Act 2010 to have an accessibility plan. This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This statement sets out the ways in which Drayton Manor High School provides access to education for students with a disability. A person has a disability if “he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” (Equality Act 2010).

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Accessibility is addressed under the six headings below. The development requirements identified from the audit that underpins this strategy are listed separately

- Admissions
- Access to Buildings and Classrooms
- Curriculum Access
- Informal Curriculum
- Information for Students and Parents

- Access Plan

### Admissions

The Governors of Drayton Manor High School support the Special Educational Needs and Disability Act (2001). The Governors are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided.

### Access to Buildings and Classrooms

The following areas have full access with exceptions noted.

Building	Features
Allenby	Ramps to front entrance with handrails Ramp to main hall Ramp to music area Ramps to dining hall Ramp to changing rooms and downstairs gym Ramp to sixth form areas Partial access to upper floors across walkway from Dr Evans Building
C	Ramps to both entrances Disabled toilet Access to upper floor across walkway from Frances Moore Building
Sir Montagu Sharpe	Accessible lift Accessible toilet Level access
Dr Evans	Accessible lift Accessible toilet Level access
Frances Moore	Accessible lift Accessible toilet Level access
Sixth Form Building	Disabled toilet Step free access Accessible lift Wheelchair-wide access barriers

The school will continue to review access to the physical environment for students with disabilities. However, it should be noted that the reasonable adjustments required by the Disability Discrimination Act excludes physical adjustments to the school site.

### Evacuation Procedure

The school's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the student and parents and will be set out in the Individual Education Plan for the student.

### Curriculum Access (Teaching, Learning and Assessment)

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers.

Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the student will address the issue, which will therefore be kept under constant review.

Advice will be sought from the appropriate external agencies. Support can be provided in a variety of formats through the school's graduated response intervention strategy in line with the SEND Code of Practice.

The school's ICT network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the Inclusion Faculty the school will assess a student's need for support and assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or National Qualifications.

### **Informal Curriculum**

Students at Drayton Manor High School have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- School Drama Production
- Music
- Clubs and activities
- ~~Excursions and trips~~ Trips and Visits

Arrangements for recreation and other aspects of a student's social development are incorporated into their Individual Educational Plan.

The suitability of any event and the need for additional support can be discussed fully with the parents in advance so that suitable adjustments can be made to support the child to gain their entitlement and access.

### **Information for Students and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved. (See Inclusion Policy.)

Large print format materials can be made available. The services of a sign language interpreter can be accessed via Ealing SAID service (Impartial Advice, Information and Support on Disability and Special Educational Needs) previously known as Ealing Parent Partnership.

If either students or parents have difficulty accessing information normally provided in writing by the school such as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility

- Admissions Policy
- Inclusion Policy
- Equalities Policy and Objectives
- Disability Equality Scheme
- Complaints' Policy
- Medical Needs Policy

Item 8.1

**Appendix Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a <del>differentiated</del> adaptive curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Re-design of website with considerations for accessibility is underway</p> <p>Inclusion spaces and specialist provision available to meet needs</p>	<p>SHORT TERM</p> <p>Every teacher and teaching support worker is aware of the issues surrounding accessibility to the curriculum with particular reference to sensory and physical disabilities.</p> <p>MEDIUM TERM</p> <p>Ensure resources stored on the Intranet support accessibility tools and software.</p> <p>Ensure the school website is accessible to parents/students with a disability.</p>	<p>Staff training during the induction period, and regularly thereafter to ensure that action planning and planning of Schemes of Work is informed by SEND/Inclusion Faculty priorities.</p> <p>Website/software manager to ensure accessibility tools are supported and promoted with students and families.</p>	<p>SLT Inclusion</p> <p>SLT Inclusion/IT Manager</p>	<p>Ongoing</p> <p>Ongoing/by term 2</p>	<p>Stakeholder feedback on accessibility of curriculum</p> <p>Students, parents and staff with a range of disabilities are able to access the website and learning platforms as evidenced by stakeholder feedback.</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> <li>Adjustments are made based on individual plans e.g. alternative PE changing facilities made for sensory need</li> </ul>	<p><b>SHORT TERM</b></p> <p>Ensure site design adaptations are considered with sensory needs as well as physical disabilities in mind</p> <p><b>MEDIUM TERM</b></p> <p>SENCO and Site Manager to audit room lay out to identify the areas in most need of adaptation and prioritise. The Site Manager to cost proposals and include as part of the Premises Development Strategy</p> <p><b>LONG TERM</b></p> <p>Finance Director and Premises Manager to link plans with use of reserves and future building plans.</p>	<p>Undertake a review of all areas of school e.g. changing rooms, to consider further adaptations based on sensory needs (Currently undertaken on an individual basis)</p> <p>Development and accessibility plan in place as a part of premises strategy.</p>	<p>SLT Inclusion/Site Manager</p> <p>Finance/Premises Manager</p>	<p>Term 2</p> <p>Term 3</p>	<p>Feedback from stakeholders regarding use of the site for all students with disabilities is positive and supports their learning to best effect</p> <p>Health and Safety Audit to be carried out</p> <p>Full accessibility to <u>all</u> specialist rooms in Allenby</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Pictorial or symbolic representations</li> <li>Meetings with parents/carers with interpreters etc.</li> </ul>	<p><b>SHORT TERM</b></p> <p>Keep students, parents and staff up to date about how the school provides for disabled people and meet their obligations under the Equalities Act 2010.</p> <p><b>MEDIUM TERM</b></p> <p>The school website complies with the latest accessibility standards to ensure disabled parents, students and staff have full access to information.</p> <p><b>LONG TERM</b></p> <p>Information and communication available in a wider range of forms to ensure it is accessible to people with a wider range of disabilities</p>	<p>Ensure that this plan, the Inclusion Policy and Equality Policies are up to date and published on the school's website.</p> <p>Steps are already underway to achieve this.</p> <p>Investigate provision of alternative media – such as braille and Tynetalk – which may be required.</p>	<p>SLT Inclusion/ Communications Manager</p> <p>IT Manager/ Communications Manager</p> <p>IT Manager Communications Manager</p>	<p>Ongoing</p> <p>Term 2</p> <p>August 2025</p>	<p>Policies are published</p> <p>Enhanced access to accessibility tools.</p> <p>Audit to demonstrate excellent accessibility.</p> <p>All school stakeholders can access information about the Trust and its schools.</p>



