



# Wallington High School for Girls

## Accessibility Policy

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<b>MONITORING AND EVALUATION BY</b>	Senior Leadership Team and Headteacher
<b>APPROVED BY</b>	Local Governing Body
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<b>EFFECTIVE DATE</b>	November 2023
<b>PERIOD OF REVIEW</b>	3 years
<b>DATE OF NEXT REVIEW</b>	November 2026

### Policy Notes

Policy may be subject to review and revision at any time by the Wallington Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Wallington Local Governing Body.

# Wallington High School for Girls: Accessibility Policy

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

Aims and Principles of Wallington High School for Girls Accessibility plan are

- 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.

The policy 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

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 Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Making the school building accessible

The current school accessibility is detailed in the table below

Block/Area	
E Block	Full access. Disabled toilet and lift to access 1 <sup>st</sup> floor No raised door seals Access to the quad, main school building and side entry point
Library and Sixth form Study Centre	Full access. Disabled toilet. No raised door seals Access to the quad.
Main Building	All Ground floor and no raised door seals. Ramp to exit the main hall
G corridor	partial access – no access to the Drama studios and some science labs if teaching is occurring. Disabled toilets and lift to access 1 <sup>st</sup> and 2 <sup>nd</sup> floor No raised door seals. Access to the main school building and back field Ramped access to the quad and canteen area via selected exit points
TP Block	Full ramped access. No raised door seals
Tech Block	No access for wheelchair users to the front due to steps Access via rear emergency exit has a raised door seal
Music Block	No access for wheelchair users to the front to step access
Canteen and Sixth Form Block	partial access – access to the canteen via ramps No access to the 1 <sup>st</sup> or 2 <sup>nd</sup> floor sixth form block due to stepped access
First Aid/ Drama and Classics rooms	Partial Access – Ramped access to the first aid room Disabled toilet No Access to the Drama studios and classics room due to stepped access

Measures taken provide this accessibility include:

- Ramps into and out of the main building for wheelchair users; Non-fixed ramps have been used at certain entry points to offer access over steps or stairs.
- Lifts around the school building to between the first and ground floors in the E Block; Lift to move between the ground, first and second floors in the main building to access the History Department and some science labs

- Improved access to the TP block with paving access to the ramped access point
- Creation of a quiet place for students to be able to access at all times of the day including at break and lunchtimes where necessary.
- Disabled parking provision for students and their families to gain entry to the front of the school and closer to the main reception entry ramp during school drop off and pick up.

There remain, however, several areas which require improvement.

#### **Short term aims-**

- Improved access to the Technology Block.
- Review more permanent solutions for the non-permanent ramps to avoid steps and small stairs, including door jams.
- Review the location of lockers for less mobile students

#### **Medium Term aims:**

- Access to the first and second floor of the sixth form block including the canteen through bidding to move the location of the canteen and 6<sup>th</sup> form block.
- Review the outside ground levels around the canteen and music to see if these can be made more accessible.

#### **Longer term aims-**

- Access to the first floor of the drama studio and classics classroom
- Access to all of the science labs without traversing through other possible classrooms.
- Review access to and within in the music block.

Routes available to those with mobility issues are less straight-forward than they are for fully mobile people, with the school having been built on several levels.

Where possible, teaching for classes containing students with mobility issues (whether long or short term) will be planned to take place in accessible zones, for example Drama lessons may move from the Drama Studios to the main hall.

In the event that a member of staff has a mobility impairment, they would be given a parking space close to the school building and their teaching will be scheduled in an accessible zone where possible.

## **4. Increasing Access to the Curriculum**

The Accessibility Plan seeks to increase access to the curriculum for pupils with a disability by:

4.1. Expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe. This also covers encouraging departments to include examples of people with disabilities

4.2 Improving the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information is made available in various preferred formats within a reasonable timeframe. This includes working with our catering provider on the labeling and written information provided in the canteen.

4.3. Ensuring that any student with mobility issues is timetabled in rooms which are readily accessible (ideally on the ground floor of the building) and that measures are taken to ensure that all students are guaranteed full participation in the school's curriculum.

4.4 Ensure examination access arrangements for disabled students are in place and that these are managed effectively so that no student is negatively affected when sitting any formal or informal examinations.

## **5. Monitoring arrangements**

5.1. 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 for accessibility issues.
- Regularly audit the numbers of disabled students accessing extra-curricular activities and their achievement.
- Ensure emergency evacuation procedures specifically include disabled students.

5.2. The intake of the School is reviewed each year for any accessibility restrictions of new pupils. Accessibility arrangements are made in accordance with any new requirement.

5.3. All new building work is assessed for inclusion of future-proofed accessibility requirements and such needs are accommodated where practical within legacy buildings for refurbishment work.

5.4. Development training for staff will recognise the need to continue raising awareness on equality issues with reference to the Acts, and these will be considered as and when relevant School policies are reviewed.

5.5 Wallington high School for Girls Local Governing Body will be responsible for monitoring progress at the relevant committee.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by Wallington High School for Girls Local Governing Body.

## **6. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Complaints policy
- Evacuation Policy including the PEEP