

## ACCESSIBILITY PLAN

<b>Policy Date:</b>	<b>Frequency of Review</b>	<b>Next Review Date:</b>	<b>Ratified By:</b>	<b>Date Ratified:</b>
September 2019	3 Years	September 2022	Governing Body	September 2020

Wapping High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan aims to:

- Improve the delivery of information to pupils and parents of pupils with disabilities
- Increase the participation of pupils with disabilities in the school curriculum
- Increase access to the physical environment of the school for pupils with disabilities

It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with:

- Mobility
- Physical coordination
- Manual dexterity
- Ability to lift, carry or move everyday objects
- Speech, communication, hearing, poor eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

This policy is designed to set out the long and short term arrangements the school will put in place in the event of disabled access being required to the school by a student, parent/carer or member of staff. The school has taken into consideration the recommendations of the Disability Act 2010 when drawing up this policy. In determining what 'reasonable adjustments' is, the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements or special equipment required
- The practicality of making reasonable adjustments for those with mental or psychical disabilities
- The extent to which support and services will be provided via a Statement of Educational Needs, or by provision paid for outside the school's resources
- Health and Safety requirements including lighting, signage and alarm systems
- The interests of other pupils

The school is split over six floors and all floors are accessible via a lift. On each floor there are disabled toilets available with an alarm system in each cubicle and evacuation points on each landing with call points.

Parents or guardians of children with disabilities or special educational needs are expected to notify the school of their nature at the point of registration. If these are not known at the time, the

school should be notified as soon as they are recognised. As part of the admission process parents are requested to complete a Student Application Form, part of the form asks parents to detail any medical conditions or any special educational needs their child may have which may affect their child's ability to fully participate in the education provided by the School. Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an Educational Health Care Plan (if applicable). Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admissions process and what reasonable adjustments, if any, can be made to support the child's future education should an offer of a place be made.

Progression from primary to secondary school can be a daunting experience. The schools support for students with additional needs takes a variety of forms:

- The Learning Leader for SEN is responsible for contacting all primary schools to identify those students requiring additional support at School Action, School Action Plus and through an Educational Health Care Plan .
- The SEN department liaises closely with primary schools for detailed information on students' levels of progress across the curriculum and wider achievements.
- The leadership team gains additional information from primary schools on those applicants for whom English is not their first or home language.
- A progression team consisting of SEN staff, leadership and other key staff is formulated to focus on each year's cohort for progression to WHS.
- Throughout the summer term the Wapping High School's Progression team will visit primary schools to meet with the students.
- Staff members from the SEN department attend Year 6 Annual Reviews for students with statements who have been offered a place at Wapping High School, where possible.
- All year 6 students who have been accepted to Wapping High School are invited to visit Wapping High School for a taster day in the Summer term.
- Additional visits are organised for smaller groups of students with their support staff and families for whom this may be useful.
- Year 7 to start with a detailed induction programme, led by house tutors and ensuring that all students feel safe and secure at Wapping High School.

Wapping High School's leadership team works closely with local primary schools to understand the range and frequency of different types of special educational needs existing with the local primary cohort.

In order to ensure that the school provides effectively to meet the needs of disabled students and staff the school will:

- When appropriate consult with disabled pupils, parents, staff, CAMHS and other relevant agencies.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.
- Continue to identify pupils with other disabilities and devise action-plans, where necessary for each individual with strategies and any relevant staff training.

#### Linked Documents

- Administration of Medicine Policy
- First Aid Policy