



Accessibility  
Policy

July

**2016**



# AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

**P**REPARE for adult life in a happy, caring and purposeful environment

**A**CHIEVE their full potential regardless of individual need

**C**CARE for everyone and encourage respect and tolerance

**E**NJOY education and rejoice in success



Moving Forward Together

## POLICY STATEMENT

The Whitby High School believes in providing a welcoming, comfortable, accessible environment that is safe and easy to use for students, their parents and relatives, staff and other visitors and users of the premises. The accessibility of buildings and services is a critical issue, so entrances and exits need to balance ease of access with safety and adequate levels of security. Access is considered a critical part of providing the curriculum and all information resources.

Each disabled student should have a unique plan of care, which takes into account their needs and wishes, and those of the key people involved in their care. Needs identified from these care plans will inform the disability access and premises development and maintenance plans to ensure that all individual needs are met wherever practicable.

## AIMS OF THE POLICY

This policy aims to achieve equality of opportunity for all its students, ensuring that they are given a chance to attain their full potential through equal access to all facilities, resources and services.

## PROCEDURE

This school adheres fully to the provisions of the Equality Act 2010, which places a duty upon service providers to provide adequate access for disabled people and to make reasonable adjustments to allow them to access all services, premises and resources. This includes removing, altering or providing reasonable means of avoiding physical features or attitudinal barriers that make it difficult for anyone with a disability to use a service or to be employed. It also means providing full access to the curriculum, information resources, services and opportunities, such as trips and sports, for disabled students.

This organisation recognises that under the general and specific provisions of the public sector equality duty, it must:

- publish information to demonstrate how it is complying with the equality duty (at least annually)
- prepare and publish one or more specific and measurable equality objectives (at least every four years).

Key processes in place to ensure compliance with these requirements include:

1. full integration of disability access equality in all aspects of school life and management, including in the provision of all buildings and premises, the development and review of all policies, the planning of all curriculum activities and services, and in the provision of all information resources
2. proactive planning of integrated services and facilities for disabled students, parents, staff and visitors
3. assessing the implications for people with disabilities each time a decision is made, a service is launched or a policy set down
4. full consideration of the disability equality implications before and at the time that policies are developed and decisions are made
5. active engagement with disabled students and their parents, which sees their views and needs fully represented to the senior leadership team and the governing body
6. an annual audit of the premises to ensure that all issues relating to access to and exit from the buildings are considered, any problems are identified and reasonable improvements are planned and made
7. the formulation of an accessibility plan which will be incorporated into the premises development plan

8. the inclusion of disability objectives in the published equality objectives
9. prioritisation of disability access issues in the maintenance system
10. the purchase and provision of adequate aids and learning resources to ensure that services such as library, sporting and computing provision are fully accessible to students with special educational needs and disabilities (SEND)
11. access to specialist advice and guidance from appropriate occupational therapy, physiotherapy and architectural design experts to ensure that the needs of disabled users of the buildings are met.
12. Review annually by the governors through the Student Learning and Wellbeing Committee
13. monitoring of performance data and outcomes for SEND students, to enable the organisation to ensure that gaps in performance are addressed, services are improved and the potential of all students is realised.

## PREMISES

All access points to the building are reviewed annually as part of the accessibility plan and suitable adaptations are made under the Equality Act 2010 and the building regulations. This includes main entrances and side entrances.

Adaptations to the physical environment will include:

1. suitable access to all parts of the building and grounds
2. the provision of disabled parking bays close to the building
3. the fitting of covered ramps and slopes to replace stairs and steps where appropriate
4. the fitting of suitable grab rails and handrails
5. the fitting of electrically opening doors or of door opening systems
6. alterations to existing doors to make them easy for wheelchair users to open
7. the provision of intercom security systems where necessary
8. the widening of doorways to ensure wheelchair access
9. the removal of door steps or barriers
10. the removal of furniture or fittings that block wheelchair access
11. a review of floor surfaces and coverings to make them slip and trip free
12. a review of signage to ensure that students and visitors know where they are and how to get to their destination
13. the provision of flat, safe paths leading from the car park.

All works or extensions should consider disabled access as a key part of building design and incorporate a “level floor” policy, avoiding the use of ramps and slopes wherever possible by ensuring that individual floors are kept to one level.

All works or access alterations must include a full fire risk assessment to consider the impact of changes on fire exits.

## SCHOOL SPORTS AND TRIPS

All sporting events, school trips and school activities will be planned so as to provide fully integrated access to disabled students.

## TRAINING

All staff are offered training covering basic information about staff duties and responsibilities under the Equality Act 2010 and about health and safety risk management and the reporting of hazards. All new staff receive induction training, including a comprehensive tour of the premises and guidance on improving access and procedures wherever possible. In particular, staff are trained to be more aware of disabled access issues and to consider how services can be provided in ways that disabled people would find more convenient.

## THIS POLICY

A copy of this policy is stored in each House Progress Office and a copy is also held in the staff room. Its formation was discussed by the Student Learning and Wellbeing Committee