

**Wilmslow High School
Accessibility Plan 2014-2017**

Plan Type: Statutory requirement delegated to Leadership Group

Managed by: Headteacher

Policy context: SEN Policy and SEN Information Report

Governors' Link Committee: Exception reporting only to Learning and Student Support Committee

Designated Governor: Exception reporting only to Learning Support Governor

Date of Plan: Summer 2014

Review schedule: Summer 2017

Review records:

IQM review May 2015	HT review summer 2015	IQM review May 2016	HT review summer 2016
---------------------	-----------------------	---------------------	-----------------------

Legal context:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The section relevant to Accessibility Plans is as follows: Equality Act 2010: Schedule 10, Paragraph 3

DfE guidance:

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

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

The Equality Act 2010 and schools: departmental advice for school leaders, GOV.UK – DfE (Adobe pdf file)

School Policy context:

The following page of the school website has a link to both the SEN Policy and the SEN Information Report: <http://www.wilmslowhigh.com/student-services-7-11/learning-support/>

School vision and values in relation to accessibility:

As the school's SEN policy states:

The school's core belief is that every young person is of equal value. This school aims to meet the needs of all those attending the school, no matter what their ability, gender, socio-economic background, disability or race. We aim to provide every student with high quality teaching and extensive learning opportunities both within and beyond the classroom. We will make arrangements to maximise academic progress and personal development for all students, responding to their individual needs and removing barriers to their learning.

Monitoring, evaluation and development of the accessibility plan:

A full review of the Accessibility Plan takes place every three years, consequently this is next scheduled for summer 2017 when it will be within the context of the 2016-2019 School Improvement Plan.

Prior to this, there is annual monitoring and evaluation in the context of

- reviews of school performance data
- review of the Inclusion Quality Mark
- school budget setting process

Accessibility Plan priorities for 2014-2017

Issue	Proposed actions	School lead and planned implementation date	Review comments 2014-2017
1. Increased participation of disabled students in the curriculum	Development of Skills Development Curriculum to meet the needs of students in the school who are not yet at National Curriculum Level 1	Managed by SENCO Skills Development 3 Curriculum introduced for Y7 students joining in September 2012. Skills Development 4 Curriculum to be prepared during 2014-2015	Implemented Medium term planning now focused on post-16 transition plans for students in SD4
	Enhanced staffing capability and capacity to support students with complex medical needs	Managed by School Business Manager Appointment of RGN as Medical Needs Coordinator	Implemented with two colleagues in post on 1.2 fte Medium term planning now focused on funding sustainability
	Development of more inclusive PE and Sport Curriculum	Managed by CTL PE and Sport Linked to Skills Development 4 Curriculum	Implemented Programme reviewed in annual IQM reports
	Development of Forest Schools Curriculum to provide more sensory and practical outdoor learning experiences	Managed by Director of Student Services Planning, staff training and pilot programmes for students in 2015-2016 academic year	2015-2016 plans implemented Medium term planning now focused on funding sustainability
	Enhanced staffing capability and capacity to support students with hearing impairment	Managed by Director of Personnel / Director of Learning and Assessment	Additional experienced ToD appointed (2014-2015) & new ToD trained (2015-2016)

		Recruitment of additional Teacher of the Deaf during 2014-2015	Medium term planning now focused on funding sustainability
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided	Continue operational implementation of the Learning Support extension to the Pavilion	Building open during autumn 2013 Learning Support and Inclusion Teams to develop how the building operates to maximum effectiveness during 2014-2015	Implemented
	Make all music rooms accessible to wheelchair users	Managed by School Business Manager	Implemented – ramp from High Options
	Ensure all necessary staff have received EvacuChair training	Managed by School Business Manager (Health and Safety Coordinator) 2014-2015 academic year	Implemented
	Improve ease of disabled students participating in extra-curricular activities that require transport	Managed by School Business Manager Minibus with powered lift leased from September 2014	Implemented Medium term planning now focused on funding sustainability
3. Improving the availability of accessible information to disabled pupils	School to engage fully with the SEN Local Offer process managed by Cheshire East Local Authority	Managed by SENCO Due for publication during autumn 2014	Implemented
	School to develop exam access arrangements	Managed by Director of Learning and Assessment and Exams Officer Annual refinements	Implemented
	School to use the Inclusion Quality Mark process to provide external evaluation of	Managed by Director of Student Services and Head of Inclusion	Implemented

	our policies, procedures and student experiences	First external IQM review scheduled for 2014-2015 academic year	IQM review of June 2014 awarded Centre of Excellence status IQM review of June 2015 and June 2016 awarded Flagship School status
--	--	---	---