



CENTRAL LEARNING
PARTNERSHIP TRUST

Westcroft School & WVTC

CLPT ACCESSIBILITY POLICY

POLICY DATE: SEPTEMBER 2023
REVIEW DATE: SEPTEMBER 2024

Contents:

Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

Statement of intent

Westcroft School and WVTC are committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The schools are active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The schools continually look for ways to improve accessibility within the schools through data collection, parent's/carer questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Special Educational Needs and Disability (SEND) Policy
- Central Learning Partnership Trust's (CLPT) Equality Policy and Equality Objectives
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Improvement Plan

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the schools' Accessibility Policy and Accessibility Plans at all times.
- 3.2. The schools will create an Accessibility Plan with the intention of improving the schools' accessibility.
- 3.3. The Local Governing Body will be responsible for monitoring the Accessibility Plans.
- 3.4. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.5. The Executive Head Teacher/ Centre Manager will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.6. During a new pupil's induction, the Executive Head Teacher/ Centre Manager will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.7. The Executive Head Teacher/ Centre Manager is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.8. The schools will work closely with the LA, where appropriate, and external agencies to effectively create and implement the schools' Accessibility Plans.
- 3.9. All staff members will have training on equality issues with reference to the Equality Act 2010.
- 3.10. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

4.1 The Accessibility Plans will be structured to complement and support the Central Learning Partnership Trusts (CLPT) Equality Policy and Equality Objectives, as well as the Special Educational Needs and Disability Policy.

5. Equal opportunities

- 5.1. Our schools strive to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The schools are committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. Teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.5. Our schools will ensure that all extra-curricular activities are accessible to all pupils. The schools will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. Our schools will act in accordance with the Admissions Policy as determined by CLPT as the Admitting Body. The admission arrangements are the same as Wolverhampton City Council.
- 6.2. The schools will apply the same entry criteria to all pupils and potential pupils.
- 6.3. Our schools will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils will have appropriate access to all of the opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.

7. Curriculum

- 7.1. Our schools are committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

- 7.3. Our schools provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. Physical education lessons are adapted to allow pupils with disabilities to participate in lessons.
- 7.5. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.6. The Executive Head Teacher/ Centre Manager, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application will be made for any particular disability or impairment as documented in their EHCP.
- 7.7. There are established procedures for the identification and additional support of pupils in place at the schools.
- 7.8. Detailed pupil information on pupils EHCPs are given to relevant staff in order to aid teaching.
- 7.9. Specialist resources are available for pupils with visual impairments, such a large print reading books.
- 7.10. Teaching assistants are deployed to support pupils in a variety of ways.

8. Physical environment

- 8.1. Our schools are committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of our schools to which pupils with disabilities have limited or no access to.
- 8.3. The schools have toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. Lifts are available for access to first and second floor classrooms and teaching areas (in Westcroft)
- 8.5. Where entrances to the schools are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the schools to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed every 2 years or when new legislation/guidance concerning equality and disability is published or where there are changes to the physical layout of the building.

- 9.2. The schools will review the policy in light of specialist SEND advice.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.