

Wigmore School
Accessibility plan
2016-2019

Section 1: Vision statement

Our whole school ethos is encompassed in our statement “Enjoying Learning Together”. At Wigmore School we strive to be an inclusive learning community.

The [Equality Act](#) came into force on 1st October 2010 and brought together over 100 different pieces of legislation. The Equality Act provides a legal framework to not only protect the rights of all individuals but to progress equality of opportunity for all; it promotes a fair and more equal society and protects individuals from unfair treatment. A key part of this is protection from discrimination, harassment and victimization on the grounds of [protected characteristics](#). These include:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

A person is a disabled person if they have a physical and/or mental impairment which has a *‘substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’*. A person does not necessarily have to have a medically diagnosed cause for their impairment; it is the effect of the impairment not the cause.

There is a requirement under the Equality Act 2010 for schools to have an accessibility plan to show strategically how we will increase accessibility over time. The purpose of this plan is to

- increase the extent to which disabled pupils can participate in our curriculum;
- improve the physical environment of Wigmore School to enable those with disabilities to take better advantage of education, facilities and other benefits provided;
- improve the availability of accessible information to those with disabilities.

This Accessibility Plan links to the following documents:

- Equality Statement
- School SEN Report
- SEND Policy
- Equalities Policy (currently under review)

This plan will be available on our school website and through the School office.

- Internal and external monitoring procedures
The bi-weekly Health and Safety monitoring walks enable the Health and Safety Officer to ensure staff and pupils keep the physical environment of the school in a good condition which helps maintain access to all parts of the school in a safe and secure manner. The school also employs the services of external experts for Fire and Health and Safety. Their expertise and knowledge ensures that rigorous monitoring processes are undertaken which underpin the internal procedures.
- Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations
The school works in collaboration with outside agencies including the Local Authority, Health and other Local Authorities (where appropriate), other schools ensuring that all pupils are treated equally and fairly giving them fair access to appropriate facilities for their individual needs.
- Complaints procedures
The school has a policy for complaints which is available on the school website or through the School Office. All complaints are dealt with quickly, fully and fairly within clearly defined time limits following the school's procedures and protocols.
- We consult with DDA specialists to ensure that we receive the best possible advice and provide an inclusive learning community.

Person Responsible	Amanda Townsend
Last Updated	Updated September 2016
Review Date	September 2019

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the Wigmore School will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Alternative curriculum: Extended Work Placements at KS4</p> <p>Supporting pupils with medical needs e.g. Type 1 diabetes</p> <p>Excellent examples of planning for inclusive visits by staff.</p> <p>Proactive in assessments for Access arrangements for SATs and GCSE exams</p>	<p>Alternative curriculum at KS4 for students not taking EBacc.</p> <p>More staff and trip organisers, in particular, to have First Aid training.</p> <p>Audit of participation by pupils with disabilities in clubs and trips.</p>	<p>Alternative curriculum based on needs of individual students</p> <p>Solicit existing staff for take up of training opportunities</p> <p>Outline of importance of First Aid cover to trip organisers as part of planning process in order for trips to take place</p>	<p>SST</p> <p>AM</p> <p>NPS</p>	<p>April 2017</p> <p>January 2017</p> <p>December 2016</p>

		Carry out Equality Review using Herefordshire Council's Equality Review Toolkit. This will be used to update the Equalities Policy.	Carry out review with link Governor	AT with JJ	April 2017
Improve and maintain access to the physical environment	<p>All new or remodeled buildings will comply with part M of the Building Regulations.</p> <p>Second hand rail on main stairwells and down to MI room.</p> <p>Alternative venue for parents evenings to meet the needs of parents with physical disabilities.</p>	<p>Ramp from upper to lower levels of main hall</p> <p>Accessibility to Maths rooms M1, M2 and M3</p>	Review of both areas and costings for works	AM	March 2017
Improve the delivery of written information to pupils	<p>Read Write Gold software, Communication in Print, Dragon Professional software on school resourced laptops</p> <p>Newsletters and other communications home are available electronically. This allows text to speech software to be used from home.</p>	<p>Signage around school in a number of formats e.g. use of colour coding, Widgit symbols.</p> <p>Fonts and size to be agreed and adopted by staff for notices around school</p> <p>All staff to adhere to Dyslexia friendly style</p>	<p>Review of existing protocols for signage</p> <p>Staff training</p>	<p>AM & AT</p> <p>AM & AT</p>	<p>June 2017</p> <p>September 2017 PD days</p> <p>For above</p>

		guidelines. Website and communications home to follow these guidelines.	Reissue Dyslexia style guidelines to teaching and non-teaching staff	AT	
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Section 3: Access audit

Access audits are undertaken in accordance with the guidance for Access to the built environment

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storey main building at the High School that are accessible by all – single storey at the Primary School	Lift access and handrails on both sides of the stairwells at the High School	SBM	August 2016
Corridor access	All corridors are accessible with improved colour schemes for people with impaired sight	Repainting of corridor areas	SBM	August 2016
Lifts	2 lifts; one in the main school (High) and one in the sports hall (High) NA for Primary	Lift maintenance under annual contract	SBM	Ongoing
Parking bays	Designated car parking bays for easy access	Hashed lines visible to all	SBM	Ongoing
Entrances	All entrances are either direct or have ramp access	Access to the school is appropriate to all	SBM	Ongoing
Ramps	Ramp access where necessary	Monitoring of school and appropriate ramps in place	SBM	Ongoing
Toilets	Designated accessible toilets including a recently installed clos-o-mat at both primary and high schools	Upgrade toilets to ensure accessible to all stakeholders	SBM	August 2016
Reception area	Main reception for visitors and students to the school. All hatches are low level for people in wheel chairs and a shelf as required for part M	Maintain clear accessible area to ensure easy access	SBM	Ongoing

Internal signage	Signage is put in clear print	Signage to be reviewed and updated where necessary	SBM	October 2016
Lighting	Provision of new lighting to help partially sighted pupils	New lighting installed and reviewed	SBM	August 2016
Induction loops	Consideration and access to induction loops are available for pupils who have hearing impairments	The school works in liaison with the Local Authority to ensure that induction		
Emergency escape routes	Clearly marked escape routes which are accessible to all	Monitoring to ensure escape routes are clearly marked and kept free of obstacles	SBM	October 2016