



WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

ACCESSIBILITY POLICY

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DISABILITY RIGHTS – ACCESSING THE CURRICULUM

Policy

It is the policy of Wednesfield High Specialist Engineering Academy that all its members should have the right to an inclusive learning and working experience. Overall, this policy will seek to:

- establish a framework for implementing the SEN and Disability Act (SENDA) 2001
- identify procedures for the appropriate assessment of all present and future students
- indicate ways in which inclusion targets are being set across the academy
- identify procedures for the effective monitoring of curriculum access
- encourage the effective and efficient deployment of all resources

- The Headteacher and Local Advisory Board (LAB) are responsible for ensuring that the needs of disabled students are identified and met. The academy wishes to ensure that the necessary provision is made for any disabled student including making these needs known to all who are likely to teach her/him. The academy will aim to ensure that all students enjoy an experience that reflects a policy of inclusion.

The academy does not have a selection procedure for admissions although students join on the understanding that they will follow the high standards the academy adopts with regard to academic and social effort and achievement.

Wednesfield High Specialist Engineering Academy ensures equality of opportunity across the curriculum for all members of the academy regardless of ability, race, socio-economic background, gender or age.

The academy is committed to providing a service based upon equality of opportunity, freedom from discrimination and active support for initiatives designed to maximise the achievement of **all** students.

With regard to inclusion and disabled students, the academy makes a commitment to ensure that all students have access to the curriculum and that appropriate action is taken to ensure that all forms of discriminatory practice(s) are absent as actual or potential barriers to participation.

The Headteacher will be responsible for monitoring exclusions and the outcomes will be reported to Governors on a regular basis.

DISABILITY RIGHTS – POLICY INTO PRACTICE

1. THE LAB'S STATEMENT OF AIMS AND OBJECTIVES

- a) to create a happy, caring and ordered environment in which students can feel secure and work to the best of their capabilities.
- b) to provide opportunities for students to be involved in many independent and inter-dependent areas of learning and experience.
- c) to help students acquire and make use of a wide range of factual knowledge, points of understanding/application and skills relevant and appropriate to their individual age and ability.

- d) to help students develop lively, enquiring, imaginative and creative minds.
- e) to help students develop their abilities of communication in various and relevant ways.
- f) to give students a sense of achievement to enable and encourage them in their adult lives.
- g) to help students develop a reasoned set of attitudes, values and moral beliefs.
- h) to encourage respect for others regardless of colour, creed, sex, personal or cultural background.
- i) to help students understand and respect the society and the world in which we live.

The LAB recognises its responsibilities towards all students and will, along with the Headteacher, decide the academy's general policy and approach to meeting the needs of students who may or may not have a disability. Governors will aim to set up appropriate staffing and funding arrangements and will oversee the academy's work.

The academy's commitment to inclusive education is enshrined within its aims and objectives which are reviewed regularly and also within the current Improvement Plan. Information is available also in the academy prospectus and in policy documents (e.g SEND).

The academy's aims and objectives celebrate the diversity of its community and this is reflected in the curriculum and in other features such as displays. Issues associated with disability form an important part of that diversity.

The academy's induction programme for new students and for new staff includes instruction in the aims and objectives of the academy and its commitment to an inclusive community.

2. LEADERSHIP

The Headteacher and Governors include issues of inclusion within meetings. Senior Leaders have discussed such items at all levels and monitoring procedures have been set up to ensure that inclusivity is embedded within day to day practice. Items associated with inclusion have formed the basis of INSET – both academy-based and externally organised. Governors and leaders at all levels actively promote ideas of inclusion and curriculum access for all based upon individual need.

A Lead LAB member has been appointed for SEND and responsibilities will include a remit for disability action. This LAB member will meet regularly with staff to discuss issues related to access for all students. Governors have undertaken training in issues of inclusion and include inclusivity within monitoring procedures.

The academy has commenced an audit of access and this programme will continue as part of the cycle of planning deemed necessary to achieve objectives re. Inclusion.

3. MANAGEMENT AND ORGANISATION

Appropriate whole academy policies are in place, including SEND, Equality and Diversity, Behaviour, Anti-Bullying, Attendance and Exclusions. These meet all statutory requirements, including the Disability Discrimination Act. Review is a key component of the planning cycle.

The academy has established recruitment and staffing practices that reflect the Disability Discrimination Act.

4. TEACHING AND LEARNING

A learning resource audit has been carried out and priorities for improving inclusive practice have been identified.

The development of independent learning has been the focus of discussion amongst staff and in-service training for teachers.

The academy is currently reviewing materials and learning resources to ensure positive images of SEND.

All students are aware that their work is valued and that individual achievements are regularly recognised and celebrated.

Resources to improve provision for inclusion are identified and planned for in the academy Improvement Plan.

The academy regularly involves students in discussion about improving provision, both for them as an individual and the academy more widely.

Teaching staff have growing competence and confidence in the use of ICT to support curriculum access and learning. All staff are actively engaged in embedding the academy's inclusive philosophy in their own practice, providing access to the greatest range of students.

Teachers are developing a variety of teaching and learning approaches to meet a wide range of individual needs.

5. CURRICULUM AND LEARNING EXPERIENCES

Curriculum approaches that meet a range of SEND have been identified and shared with all teaching staff.

All curriculum materials and Schemes of Work provide guidance about differentiation and meeting the needs of individual students.

Parents and voluntary workers are beginning to be used to ensure that all students are able to take part in all curricular and extra-curricular experiences.

All curriculum materials and learning resources are chosen or developed to reflect positive images of SEND.

All students, whatever their individual needs are properly supported to ensure that they are able to take part in all extra-curricular activities, including clubs, visits and residential experiences.

6. PLANNING ASSESSMENT AND RECORDING

The academy has established procedures for the early identification of SEND, including a system for teachers to refer concerns to the SENCo.

The academy has established links with other agencies engaged in the identification and assessment of students' needs, eg. Educational Psychologist, Health authority, Social Services.

The academy regularly monitors progress of students on the SEND.

Target setting involves parents and students and all students regularly use targets as part of self-assessment.

Children with special needs will be sensitively supported in respect of their requirements during public examinations.

7. ENVIRONMENT

An audit of physical access issues has been carried out and the Senior Leaders of the academy are aware of the improvements that need to be made. (e.g. Ramps, wide doors and toilets etc.)

An audit of the learning environment has been carried out and the Senior Leaders of the academy are aware of improvements that need to be made. (e.g. lighting, acoustics, visual contrasts, white lines etc.)

Issues of equal opportunity and positive role-modelling are considered in display around the academy.

Positive attitudes, e.g. respect for all, are regularly demonstrated in the work of the academy in assemblies, posters, resources and the work of Tutors.

Equal opportunities are embedded into all aspects of the academy's work with students, parents and the community.

All staff and Governors have been involved in discussion about issues concerning the learning environment and are committed to necessary improvements.

8. STAFFING AND STAFF DEVELOPMENT

There is a planned induction programme for all new staff, which includes SEND/Behaviour Policy/ Disability Access and Code of Practice.

Issues of SEND and inclusion are a regular focus within professional development and in-service training for all aspects of provision.

A structured training programme for SEND and inclusion is in place, including induction of new staff and training for Governors, which is linked to the academy improvement plan and which involves LEA support services.

9. PARENTAL AND COMMUNITY INVOLVEMENT

Parents of students on the SEND Register are involved in the review of targets/ progress with the class teacher/Form Tutor.

Guidance is offered to all parents on how to help their children to succeed with specific suggestions offered.

Differentiated support allows all students to access and benefit from visits and visitors.

10. COLLECTIVE REVIEW

Analysis of differences in attainment between groups has been discussed with staff and the implications for practice identified.

Senior Leaders and Middle Leaders are actively engaged in monitoring inclusive practice, with regular feedback and targets set for improvement.

11. MONITORING OUTCOMES

The Headteacher and Governors will take every reasonable step to ensure that current monitoring and reviews at Wednesfield High Specialist Engineering Academy result in a learning community which:

- does not treat a disabled child less favourably on the grounds of their disability than a non-disabled child, without justification, in the arrangements made for the provision of education
- takes reasonable steps to change any policies, practices or procedures which place a disabled child at a substantial disadvantage compared to a non-disabled child
- takes reasonable steps to provide education using a reasonable alternative method where a physical feature places a disabled child at a substantial disadvantage compared to a non-disabled child.

Recognises that the new duties will apply to teaching during academy hours and all other teaching, activities and other opportunities offered to students by or with the authority of the academy. Examples of activities subject to these duties:

- break times
- academy meals provision; study support activities provided by the academy or by a parents' association with the authority of the academy
- educational visits and extra-curricular activities

Recognises that the new duties not to discriminate against disabled young people in schools will apply to the admissions arrangements. The purpose of the new duties is to ensure that, so far as it is reasonable for them to do so, disabled children have the same rights as non-disabled children to go to a school of their choice and are not treated less favourably for a disability-related reason than their non-disabled peers. Existing admission arrangements would not change; rather, those responsible for admissions would be placed under a NEW duty to avoid unfair discrimination against disabled children in the way in which they operate the arrangements for admissions to schools.