

# **DISABILITY SCHEME & ACCESSIBILITY PLAN WOODHOUSE ACADEMY**

Reviewed: Autumn 2022  
To be reviewed: Autumn 2024

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**Appendix 1:** Disability Equality Scheme (DES) Action and Accessibility Plan

## 1. Introduction

The Special Educational Needs (SEN) and Disability Act (2001) extended the Disability Discrimination Act (DDA) (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

It is a requirement of the Act that an Accessibility Plan that identifies the action the school intends to take over a three year period to increase access for those with a disability in three keys areas is published and evaluated annually. The three areas include:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition, the Disability Equality Duty (2010) required all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This duty requires schools to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually.

To meet these duties, the Governing Body have decided to produce one plan that includes the outcomes of both the DES and the Accessibility Plan and sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA. Attached is an action plan showing how the school will address the priorities identified.

## **2. The purpose and direction of the school's plan: vision and values**

### **2.1 School's strategic priorities**

Through the process of education Woodhouse Academy seeks to develop the attitudes, knowledge, skills and qualities necessary for each pupil to lead a meaningful, successful and productive life.

Woodhouse Academy aims to help every child to maximise his/her potential through experiencing high quality in teaching, learning and partnership regardless of gender, race, background, sexual orientation, religion or disability. The duty helps the school meet its strategic priorities of improving performance, social inclusion and emphasis on Every Child Matters.

### **2.2 Mission statement**

At Woodhouse Academy we are committed to ensuring equality of opportunity for:

- Pupils with disabilities in relation to education and associated services.
- Staff with disabilities in relation to employment rights, conditions and opportunities.
- All parents and members of the local community with disabilities in relation to additional services offered by or at our school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

In particular, the achievement and participation of pupils and pupils with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We are determined to identify individuals with a disability at the earliest opportunity, and will make reasonable adjustments in relation to teaching and learning and wider aspects of school life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is an ongoing programme of improvements in relation to:

- Access to the curriculum.
- Access to information for both pupils and their parents, and
- Access to the school buildings, its facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At Woodhouse Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

## **2.3 Removing barriers**

Woodhouse Academy wishes to be proactive in removing barriers to disabled pupils and members of the community that may wish to access the school's facilities. The school buildings are currently not accessible to wheelchair users. However action already taken includes:

- Installation of disabled toilet and PE changing facilities.
- Dyslexia Friendly Stage 1 status.
- Accessible parking bays provided.
- Resources in enlarged print when required.
- Changes to the timetable to ensure accessibility.
- Specialist equipment made available to staff / pupils.
- Disability awareness sessions held with staff and pupils.
- Regular references to disability and the intolerance of disability in form time discussion, PSHE, assemblies.
- Supported access to those with injuries and short-term needs (e.g. library provision and work supplied).
- Those not being able to access school provided with structured signposting to quality home learning prepared by subject leaders.
- Care plans completed prior to the student accessing the school.
- All information shared with staff (and updated at weekly pastoral as needed) before students join.

## **3. Information from pupil data and school audit**

Information from pupil data and school audit is monitored and specific features relating to disability of the school community are reviewed and adjusted as necessary to accommodate any disability.

### **3.1 Definition of disability**

The Disability Discrimination Act of 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 amended the definition of disability. It ensured that people with HIV, cancer and multiple sclerosis are deemed to be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day to day activities.

At Woodhouse Academy this definition is extended to include all pupils who require substantial support to enable them to access the curriculum.

### 3.2 Strengths & Weaknesses

Woodhouse Academy presents the following strengths and weakness regarding the promotion of disability equality:

#### Strengths

- Special Educational Needs (SEN) staff and resources.
- Pastoral support system and staff.
- Sensitivity towards disability.
- Pro-active attitudes on inclusion.
- Pro-active work with feeder schools to ensure smooth transition for pupils with disabilities, including appropriate training and resources.
- Consultation with relevant external agencies.
- Commitment to staff development.
- Monitoring of pupil academic progress.
- Specific and tailored training where students develop a disability whilst at Woodhouse.
- Very supportive approach to staff needing additional help (e.g. changing timetable or rooms).
- OH referrals identified and followed up.

#### Weaknesses

- Physical access to and within the school buildings but careful planning takes place to mitigate this where possible.

### 3.3 Information, Performance and Evidence

Woodhouse Academy has rigorous systems in place to monitor progress and performance of all pupils. More specifically, where numbers allow, action will be taken to gather information to assess performance and participation of disabled pupils as a defined group in terms of:

#### a) Student Achievement

Records are kept of every pupil's achievements including those with SEN and a disability (in accordance with the definition in section 3.1). Student achievement is targeted, monitored and analysed by senior and middle leaders, the SENDCO, intervention staff and the pastoral team in order to ensure inclusion and progression for all pupils. Woodhouse Academy pastoral staff liaise with feeder schools to identify disabled pupils prior to admission and monitor their progress as a specific group to help to identify any areas of concern or potential barriers that may exist and make reasonable adjustments accordingly.

#### b) Learning Opportunities and Wellbeing

All vulnerable students (of which disabled students are part) receive additional monitoring, tracking and where appropriate, intervention.

Additional, personalised opportunities are purposefully introduced to raise self-esteem, e.g.: pupil workshops; school assemblies to raise whole school awareness; pupil-run clubs, extra-curricular clubs; outside agency support; pastoral work; nurture sessions; PP funding and personalised profile offer etc.

c) Admissions, Transitions, Exclusions

Woodhouse Academy will identify disabled pupils using admissions data at Year 5 together with the SEN register. Transitions and exclusions will be monitored in terms of disability to identify trends, any trends will then be analysed and reasonable adjustments made as necessary. Pupils are prepared for transition in Year 8, working closely with their respective High School.

d) Social Relationships

Woodhouse Academy encourages disabled and non-disabled pupils to take an active part in the school community and actively fosters a 'can do approach' to inclusion (e.g. Sports Day, Drop Down Days, trips out)

e) Employing, promoting and training disabled staff

Woodhouse Academy follows Staffordshire County Council's equal opportunities policy and encourages and supports employment, promotion and training of all staff regardless of disability.

### **3.4 Impact Assessment**

Woodhouse Academy will continue to monitor each of its policies and procedures upon review and will consider the DES at each stage of the process.

Staff, pupils and other stakeholders will be encouraged to feed back the impact of any adjustment or action, which will be closely monitored. Where appropriate, data will also be monitored and analysed to assess impact and further action taken as necessary.

### **3.5 The Governing Body**

All nominations received to become a member of the Governing Body of Woodhouse Academy are treated equally, and every parent is entitled to stand for election to the Governing Body. Disabled representatives are welcomed and proceedings are made accessible.

### **3.6 Reasonable Adjustments**

Where there is an identified need, a reasonable adjustment will be made to accommodate that need. The impact of the adjustment will be monitored and reviewed on an ongoing basis.

### **3.7 School Facility Lettings**

Woodhouse Academy makes facilities and resources available on a lettings basis to all members of the community. Where possible requested facilities will be made available on the ground floor and additional reserved parking will be provided.

### **3.8 Contractors and Procurement**

Contractors and procurements from Staffordshire County Council's approved lists are covered by the County Council's DES. When the school chooses a procurement route other than the approved list it is not reasonably practical nor a good use of time or resources for the school to make checks of this kind.

In addition, the catering staff at Woodhouse Academy can make available a range of foods e.g. vegetarian, gluten/wheat/dairy free are available to pupils to pre-order.

#### **4. Increasing the extent to which disabled pupils can participate in the school curriculum**

Woodhouse Academy encourages positive attitudes towards people with disabilities and encourages all pupils to participate fully within the curriculum, providing extra resources where needed to ensure this in the case. No student is ever unable to participate in any activity. Care is taken to nurture the self esteem of pupils with disabilities.

To ensure appropriate measures are in place to support those with a disability, the school provides support and seeks advice from external sources, which could include:

- School Nurse
- Physical Disability Support Service
- Occupational Therapists
- Physiotherapist
- Sensory Support Team
- Parents and carers
- Local Support Team
- Equalities, health & Well Being in Education Team
- Educational Psychologist
- MIND
- CAMHS
- Research (e.g. pastoral and nurture training to inform practice)
- Tourettes Action

The Special Educational Needs Co-ordinator will monitor and review on an ongoing basis, and in particular will evaluate:

- The impact the curriculum has upon pupils with a disability.
- The effectiveness of reasonable adjustments in reducing discrimination.
- The effective deployment of adult and peer support in reducing discrimination.
- The impact the curriculum has on increasing awareness of and positive attitudes towards disability.
- Effective access to specialist advice and support.

#### **5. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

Following an assessment of need, every effort is made to ensure that disabled pupils receive information in an appropriate format to ensure they can participate fully in school life (e.g. inability to access assemblies – watching via Zoom in the library or sitting with a TA to discuss after). The school is Dyslexic Friendly and uses all strategies, working closely with parents and staff, to support those who may struggle in this aspect.

#### **6. Making it happen**

Woodhouse Academy wishes to involve disabled pupils, staff, parents/carers and other stakeholders when reviewing this policy. Key staff involved in the process will include the headteacher and senior leaders,

Special Educational Needs Co-ordinator, pastoral staff, governors, and the Business Manager. Other staff will also have the opportunity to provide feedback.

Disabled pupils and their parents/carers are able to voice their views and aspirations via Annual Reviews with the Special Educational Needs Co-ordinator. Parents are also encouraged to comment.

The action plan will be reviewed by the School Leadership Team no less than annually, and the Scheme will be revised every three years.

## **7. Publishing the school's plan**

This Disability Equality Scheme will be published on the school website and made available on request from the school office.

## **8. Further information and feedback**

We are constantly seeking to improve the service and information we provide. If you feel you have a valid contribution to make, or would like to comment on the scheme, please contact the school via:

Telephone: 01782 973600

Email: [office@woodhouseacademy.staffs.sch.uk](mailto:office@woodhouseacademy.staffs.sch.uk)

In writing: Woodhouse Academy  
Woodhouse Lane  
Biddulph  
Stoke-on-Trent  
ST8 7DR

If you would like to receive a copy of the Disability Equality Scheme in another format, please contact the school as above.



**ACCESSIBILITY PLAN 2022-24**

**Achievements to 2022:**

- Environment: Ramps now give access to DT block, there is a stair lift, staff are trained in use of lift, 2 accessible toilets are in place, consistent signage around school, handrails on all stairs, emergency lighting upgraded to comply with current legislation, risk assessments are made for all pupils with temporary mobility issues and reasonable adjustments made.
- Curriculum and Pastoral: Laptops and i-pads have been purchased to support pupils with additional language and motor skill needs. Staff have been trained in dyslexia friendly strategies. Written materials are available on various colours of paper and are enlarged as required, adapted pens, scissors and furniture is available, all students have access to additional pastoral support as needed to identify further curriculum and wider needs. Key workers may be assigned to students who have a plan (either medical, physical, academic or for emotional support), resources tailored to the needs of pupils who require additional support to access the curriculum. Progress is tracked for all pupils, targets are set effectively and are appropriate. The curriculum is reviewed to ensure it meets the needs of all pupils. Quality assurance from leaders ensures students are given equal opportunities. Some TAs carry out physio for students who need it and are trained in this aspect.

| <b>Action</b>                     | <b>Success Criteria</b>   | <b>Lead</b>                                    | <b>Timescale</b>       |
|-----------------------------------|---|--|------------------------|
| Enable safe access to environment | <ul style="list-style-type: none"> <li>• Car park is due to be resurfaced (Covid restrictions meant delay happened) and kerbs lowered</li> <li>• Access to school field being re-surfaced</li> <li>• An area is created on the ground floor so that pupils with temporary injuries affecting mobility can be supported</li> </ul> | SLT/Business manager                           | Car park – Summer 2023 |
| Increase access to curriculum     | <ul style="list-style-type: none"> <li>• Differentiation has been reviewed</li> <li>• Department have updated resources and strategies for class and homework to enable full access to the curriculum</li> <li>• Quality lesson assurance from leaders supports all SEND students</li> </ul>                                      | T&L co-ordinator<br>SENDCO<br>Behaviour leader | Ongoing                |
| Improve sharing of information    | <ul style="list-style-type: none"> <li>• Social media is fully exploited to communicate with all parents</li> <li>• Continue to update signage and sharing of pupil details at meetings</li> </ul>  | SLT/Business Manager                           | Ongoing                |