

# WDF Disability Accessibility Statement

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## Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law has not changed, meaning “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years and at the WDF will be evaluated by the Headteacher and Premises Portfolio holder. The Accessibility & Disabled Access Statement will be used to advise other school planning documents, policies and practice and will be reported upon annually in respect of progress and outcomes. It may be monitored by Ofsted during inspection processes.

At the WDF we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We strongly believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

### 1. Aims:

This School Accessibility & Disabled Access Statement shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility & Disabled Access Statement contains relevant and timely actions to :-

- improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services. and physical aids to access education within a reasonable timeframe. We will endeavour to use the existing resources in a flexible manner, e.g. rearranging classroom use.
- Increase access to the curriculum for pupils with a disability, medical condition or other access needs this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- We will evaluate the needs of our pupil/ staff/ parent and wider school community to make all reasonable adjustments to meet their needs. This will ensure that any

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adjustments made make the best use of our financial resources by targeting to the needs in our community.

- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community. We will consult with the pupil and their parents to ensure that we do all that we reasonably can to meet the pupil's needs.
2. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
  3. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Health & Safety Policy
    - Special Educational Needs Policy
    - Supporting Children with Medical Conditions and Administration of Medicines Policy
    - Trips and Residential Visits Policy
  4. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body and will be monitored through the Governor Curriculum meetings. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
  5. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
  6. The school will work in partnership with the MAT, Diocese, Authority, professional bodies, professional advice and parents and pupils in developing and implementing this Accessibility & Disabled Access Statement and our responses to individual needs.
  7. Current good practice:

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.