



Woolwich Polytechnic
School for Girls



PolyMAT

Woolwich Polytechnic School for Girls

Accessibility Policy and Plan

Policy Reviewed: September 2020

Approved: November 2020

Revision due: November 2021

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the equality act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Schools Aims:

At Woolwich Polytechnic School for Girls we are committed to establishing equality for all pupils, their parents, staff and other users of the school. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This policy ensures that as a school we:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

According to the act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local Governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for future needs.

In accordance with the Act the plan focusses on three “key areas”:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information we provide should be available in various preferred formats within a reasonable time frame.

This Accessibility Plan should be read in conjunction with the School's SEND policy, Equal Opportunities policy and Complaints Procedures.

School partnerships that support the implementation of this plan:

Woolwich Poly has close working relationships with its feeder schools through transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school's SEND policy ensures that staff identify, assess and arrange suitable provision of pupils with special educational needs and / or disability. Working alongside professionals including the local authority and educational psychologists, the Assistant Head for Learning Support ensures that additional resources, including staffing, are allocated where appropriate through additional high needs funding.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Woolwich Polytechnic School for Girls' Accessibility Plan 2019

Priority	Lead people	Strategy/Action	Resources	Time	Success criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers and teaching assistants on differentiation and personalising the curriculum including the Identification of vulnerable groups.	Staff meeting/external training/bespoke TA training	On-going	Increased access to the curriculum for all. Needs of all learners met within reasonable adjustments. Lesson observations and PP data show that all children make progress within lessons and over time.
Improve the delivery of written information to students and parents or carers		a. Express school information clearly and plainly, using short words and the active rather than passive voice. b. Translate important information in different languages	All staff	On-going	To ensure that all recipients can read and understand what we are communicating.
To ensure visitors with a disability are supported as necessary		Review systems and provide assistance if the fire alarm is activated.	All staff	On opening	
Improvement to help those with hearing loss	Governors	Hearing loop to be fitted in main reception	Cost of hearing loop	On opening	Communication improved for pupils, parents and visitors with a hearing impairment.

Movement around school for students and staff with a disability	Contractor	Installation of a lift for access to all floors		On opening	Students and staff are able to move freely around the building
A comfortable learning environment for students with a disability	Contractor/School	All classrooms will be fitted with desk that is suitable for students with a disability		On opening	All students can enjoy lessons in the classrooms without difficulty

3. ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
Corridor access	Corridors wide to accommodate SEN. Floors and corridors kept clear of clutter	Already achieved	Premises Manager	N/A
Lifts	Lifts available to support students with SEN	Lifts available in the English and the Humanities block. Lifts subject to an annual maintenance contract	Premises Manager	N/A
Parking Bays	2 disabled parking bays marked out on site, accessible and situated close to entrance	Parking bays already marked out at front and rear of the school	N/A	N/A
Entrances	Entrances to school wide to accommodate wheelchair users with controlled automatic access	Already achieved	N/A	N/A

Ramps	Ramps in school are regularly maintained.	Already achieved	N/A	N/A
Toilets	Toilets wheelchair accessible on ground floor close to Learning Support.	Already achieved	N/A	N/A
Emergency escape routes	Refuge points identified. Fire Evacuation plan incorporates SEN awareness	Staff made aware how to assist in event of emergency. EVAC chairs have been delivered and we are waiting for training	Assistant Head Teacher with responsibility for Health & Safety. External trainers	On-going