



Wickersley School and Sports College Accessibility policy

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School Context and Curriculum Ethos

Wickersley School and Sports College is a mainstream school which is part of the Wickersley Partnership Trust.

Our Vision and Ethos as a school is to create a climate where all learners are welcomed and are enabled to achieve their potential. We aim for our children to grow into confident, enthusiastic and happy learners, whatever their needs or

It is our belief that our school has a strong, broad, balanced curriculum which can be tailored to meet the needs of individuals, so that we can remove barriers to learning and allow all students to access the curriculum appropriate to them. Our students will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the students have a range of learning experiences that challenge, stimulate and promote thinking and learning.

We believe that participation in high-quality physical activity and physical education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this,

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-

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Section 1: Vision statement

At Wickersley School and Sports College 'We want to send every young person into the world able and qualified to play their full part in it'.

We know that for some students extra support is required and we take great pride in our provision. Please see our Special Educational Needs Report for further [WSSC-SEND-Information-Report-2022-23.pdf \(wickersley.net\)](#) and further information is also on our website in the SEND section [SEND Information – Wickersley School and Sports College](#)

or if you have any questions at all please contact the SEND team:

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The Disability Discrimination Act placed new duties upon schools to remove discrimination against students with disability in their access to education. It required them to make 'reasonable adjustments' to their policies, procedures and practices to accommodate students with disability more fully in school life.

This plan is in line with paragraph 3 of schedule 10 of the Equality Act and the SEND Code of Practice 2015.

We are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all of our children.

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

Aim

To increase the extent to which pupils with disabilities can participate in the curriculum

<p>Literacy All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p> <p>All students will be screened for literacy difficulties in accuracy, fluency and comprehension, and significant difficulties will be addressed through targeted literacy intervention programmes.</p> <p>Support staff will be trained to deliver effective intervention</p> <p>The curriculum will be continually adapted in response to changing needs as informed by the Trust Director of SEND/SEND leads and Subject Leaders.</p> <p>All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.</p>			<p>All students with a significant literacy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.</p> <p>Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.</p>
<p>Physical activity and physical education All pupils will have the opportunity to play disability sport (NEED WORDING FROM DAVID)</p> <p>PE curriculum will be further adapted to suit the needs of all learners. This should include accessibility of equipment and activity. Electives will be researched which are suitable for students with a disability.</p> <p>Providing staff with the opportunity for regular and updated training relating to additional needs, e.g. physical education staff being trained in including children and young people with disabilities in the curriculum</p> <p>Recommendations from OT services will be actioned. Alternative and adapted equipment to be purchased if necessary.</p>	<p>Trust Directors of SEND and Trust Director of PE and Sports development manager</p>		<p>All students have the opportunity to access appropriate PA and PE activities.</p> <p>Pupils have appropriate equipment to access PA and PE curriculum</p>

Aim			
To improve and maintain the physical environment			
Current Good Practice (Include established practice and practice under development)			
<p>All classes are at ground level. There are 4 disabled parking bays available on school site.</p> <p>School main entrances have power assisted doors and wheelchair access. The school is equipped with a number of disabled toilets. A hoist is available. There is level or ramped access into the school buildings which is suitable for a wheelchair. Spaces are available for programmes of physiotherapy to be carried out. A specialist bed and hoist are available.</p> <p>Handrails and ramps are in place around school and outside school for access into school and the use of aids such as wheelchairs and walking frames are fully integrated into school life.</p> <p>Playing fields have level or ramped access and the school has a number of hard play areas.</p> <p>Students are assessed individually and therefore their provision is bespoke to them. Students who face physical challenges are supported through individual care and access plans, including Personal Emergency Evacuation plans.</p> <p>Site manager to conduct health and safety walks of the school site to identify any potential hazards with headteacher each month School site environment is regularly reviewed and improved to meet the needs of all students. Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs and colour schemes are considered and updated as required.</p>			
Objectives / Next Steps	Person Responsible	Date to complete actions by	Success Criteria
To improve and maintain the physical environment Develop personal emergency evacuation plans (PEEPs) for specific students. Support staff informed of which students they are responsible for in an emergency situation. Peeps forms are stored with emergency evacuation register held by the SEND Lead and brought to the evacuation point			Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.

Students using a wheelchair or walking frame (or who require medical assistance) to access WSSC are typically issued with a ground floor timetable to mitigate the risks associated with using lifts or evac chairs.

Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms. Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room.

Identify adaptations needed, including adaptations for children and young people with sensory needs

When planning work, the staff take into account the abilities and needs of all the children and provide work accordingly which is adapted to physical needs.

All identified students are seated appropriately in rooms to ensure maximum access within each room.

Students with restricted mobility have lessons adapted to support needs.

Students with sensory needs have lessons adapted to support needs. Calm low stimulus environments are available for pupils with

Objectives / Next Steps	Person Responsible	Date to complete actions by	Success Criteria
<p>Improve the delivery of information to students with a disability Ensure all staff are aware of pupil profiles to meet the needs of all students.</p> <p>Information will be collated from feeder schools regarding access arrangements</p>			<p>Students with restricted</p>