



WALTON HIGH SCHOOL

Proud to be part of Walton Multi Academy Trust



DISABILITY EQUALITY SCHEME and ACCESSIBILITY PLAN

2023 - 2026

Date Established:
Review Date:
Responsible Officer:

September 2023
September 2026
Executive Business Manager

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2005 (DDA) to cover education. Since September 2002, the Local Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage –
See Appendix I – The Equality & Human Rights Commission’s “Reasonable adjustments for disabled pupils” document.
And Appendix II – The Equality Act 2010
- to plan to increase access to education for disabled students.

This plan sets out the proposals of the Local Governing Body of Walton High School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

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

Walton High School is fully aware that it is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

In addition, the Disability Equality Duty 2006 requires all schools to:

- eliminate discrimination that is unlawful under the Disability Discrimination Act
- promote equality of opportunity between disabled people and others
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take reasonable steps to meet disabled people’s needs, even if this requires more favorable treatment

The purpose and direction of the school's plan

Walton High School is based on inclusive principles which strive to promote

- equal access and excellence for all in order to promote high standards of achievement
- a purposeful learning culture where all members of the school community are valued, cared for, listened to and challenged to be the best they can be.

The school mission statement and aims are:

1. To enable every individual to fulfil his or her potential
2. To educate the whole student by fostering an ethos where academic success and the development of personal skills and attributes are equally important
3. To create an environment that promotes mutual respect between staff and students
4. To encourage creativity, flair, imagination and enthusiasm in our students
5. To equip our students with the knowledge, skills and personal qualities that will best prepare them for their future lives
6. To sustain a partnership with parents and the local community through effective communication to support our students

Information from student data and school audit

The Disability Act 1995 defines a disabled person as “someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

The Disability Discrimination Act 1995 now extends the legal definition to cover HIV, cancer and multiple sclerosis from the point of diagnosis. In reality, disabled people are a diverse group including young and old, different races and religions/beliefs, of different genders and cultural backgrounds, gay and lesbian and those who have different impairments.

Disability is defined by the 2001 Census as a Long-Term Limiting Illness (LTLI).

Walton High school has 1278* students on roll with 168* on the Additional Needs List. With disabilities ranging from ADHD to visual impairment. A large number of the students on the SEN register have dyslexia and autism. (*as at September 2023).

Walton also has 152* employees, with approximately 3* who have a disability. (*as at September 2023)

In essence, the test of whether an impairment affects normal day to day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

An audit is planned for the autumn term 2024 to establish what percentage of our students and staff meet the above disability definition. The school intends the audit to find out the number of parents (carers) siblings and grandparents who would also meet this criterion on an ongoing basis and at the new admissions time of each school year. The physical environment and curriculum needs will be assessed for its impact on those with a disability on a regular basis via Health & Safety Reports, Student Registers, IEPs and Admission procedures. This will happen at Governors and other appropriate meetings.

The views and aspirations of parents and students with a disability will be gathered at regular intervals via school newsletter, the website, the working party and other specific meetings.

Learning Support staff provide support for students on the Additional Needs List both in lesson and in the Student Support Centre. These members of staff are timetabled to attend lessons in which students with time allocated to them attend. The amount of time allocated to each student is determined by the personal learning need. Students on the Additional Needs List are also supported when necessary by Attendance and Welfare Managers, School Counsellor, Heads and Assistant of House.

Staff at the school have undertaken training on the following:

- Dyslexia
- Autism
- ADHD
- Differentiation
- Behaviour Management
- Dyspraxia
- Visual Impairment
- Hearing Impairment.

Increasing the extent to which disabled students can participate in the school curriculum

Some students are withdrawn from one or two lessons per week or supported in class by Teaching Assistants. Students feel well supported and their needs clearly understood. They are given the opportunity to attend break time and lunchtime clubs, after school homework club and literacy club and are reassured to know that they can approach any member of the Department with a problem or concern. Students feel that they can participate fully in school life; they enjoy trips and extra curricular activities as well as residential visits.

- Access arrangements are organised for internal and external examinations
- Large computer screens are available for the visually impaired
- A map magnifier is available
- Enlarged worksheets are available
- Coloured worksheets
- Intranet access from home
- Scribe/transcription facilities for dyslexic students

Many of the day to day operational tasks are completed by the SENCO:

- Evaluating the effectiveness of the intervention strategies and relative effectiveness of in-class support;
- Observing lessons and sampling lesson planning, looking specifically at target groups of students (including those with disabilities and reviewing assessment for learning;
- Monitoring the appropriateness of student groupings;
- Monitoring the deployment of Teaching Assistants.
- Organise relevant training opportunities
- Liaison with outside agencies
- Work with Entrust Careers Advisors to support SEN students in transition between KS3 and KS4
- Work with feeder primary schools to support SEN students in transition between KS2 and KS3.

Information from this strategic monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

Walton High School endeavors to identify and remove barriers which may affect the delivery of information to disabled students.

- Respect the preferences expressed by students and their parents/guardians when communicating;
- investigate local services in supporting a wide range of varying communication methods;
- link with adult agencies to support adult and community users;
- text to be checked against readability formula (accessible on WORD)
- identify vulnerable students with communication difficulties and communications to be sent by post;
- inform parents/guardians, where appropriate, with dual copies of correspondence;
- access arrangements to include scribe provision;
- use of laptops;
- individual educational programs;
- access to the school website/intranet

Other physical aspects of the environment such as lighting, signage, floor coverings, heating and ventilation, toilets, changing rooms, playgrounds, sports fields are reviewed and evaluated regularly by site supervisors and Health & Safety Officers. The provision of improvements, furniture and apparatus are regularly reviewed.

Walton High School has set the following priorities for providing information for disabled students:

- to improve the readability of information given to students;
- to increase the availability of alternative formats e.g .Braille, audio, large print;

Management, Co-ordination and Implementation

The Disability Equality Scheme and Accessibility Plan will be formally adopted by the Local Governing Body and the Walton Multi-Academy Trust Trustees and reviewed annually.

The plan will be coordinated by the Headteacher and named staff will address certain targets with the action plan.

The DES/AP is fully consistent with the school's SEN policy and SEN legislation. It should also be applied consistently with the school's policies on:

- Admissions
- Attendance
- Behaviour
- Bullying
- Child Protection
- Differentiation
- Equal Opportunities
- Health & Safety
- Teaching & Learning

All policies will be reviewed regularly as part of the school's review cycle.

This plan will be made available in various formats. Hard copies will be available at the school reception and it will also be accessible on the school website.

All aspects of the plan will be evaluated on a regular basis by working party and in the case of short term planning the student's Head of House and other appropriate staff will monitor the effectiveness of adjustments.

The plan will be reviewed and evaluated every three years. Staff, parents and students with a disability will be part of this process through feedback to the working party.

Checklist to ensure that the combined school Disability Equality Scheme/Accessibility plan meets DDA legislation.

Schools might use this checklist to identify if aspects of their DES/AP need further attention in order to meet statutory requirements. It is intended to identify areas that schools could usefully include within the scheme, with the Accessibility Plan aspects highlighted in italics. If schools have already completed this then it is unnecessary to repeat them.

WALTON HIGH SCHOOL MAY 2023

1A The purpose and direction of the schools plan: vision and values. Does the DES/AP include:	Yes	No
The school's aims for pupils with a disability. This may include reference to the NC Inclusion statement?	✓	
The school's determination to identify and remove barriers to success for those with a disability?	✓	
The school's commitment to providing equal opportunities?	✓	
1B Information from pupil data and school audit. Does the DES/AP include?		
Information on the specific features of the school community?	✓	
Information on how plans and priorities have been assessed for their impact on those with a disability?	✓	
A definition of disability that is shared and understood by staff?	✓	
Information on how school staff have a responsibility to provide "reasonable adjustments"?	✓	
Details on how those with a disability are identified and supported to be full participants?	✓	
Details on how policies, practices and procedures are evaluated to assess impact on those with disabilities?	✓	
Details on how the physical environment is assessed for its impact on those with a disability?	✓	
Details on how the curriculum is assessed for its impact on those with a disability	✓	
Details on how information is assessed for its impact on those with a disability		
1C Views of those consulted/involved with the development of the plan. Does the DES/AP include:		
Information on how the views/aspirations of those with a disability were obtained?	✓	
Information on how the views and aspirations of parents of pupils with a disability were obtained?	✓	
Information on how the views and aspirations of advocates of those with a disability were obtained?	✓	
Information on how information was gathered from external partners to support those with a disability?	✓	
2A Increasing the participation of disabled pupils in the curriculum. Does the DES/AP evaluate:		

The impact the delivered curriculum has upon pupils with a disability?	✓	
The effectiveness of short term planning in identifying the range of reasonable adjustments being made?	✓	
The effective deployment of adult and peer support?		
The impact the curriculum has on increasing awareness of and positive attitudes towards disability?	✓	
Effective access to specialist advice and support?		
2B Improving the physical environment of the school. Does the DES/AP pay attention to:		
Aspects that include; lighting, signage, acoustics, floor coverings, heating and ventilation?	✓	
Accessible and clean toileting, washing and changing rooms?	✓	
Accessible outside areas such as playgrounds, sports fields and other common areas?	✓	
The provision of ramps, lifts and improvements to doorways?	✓	
The provision of furniture and apparatus to improve access?	✓	
2C Improving the accessibility of information to those with a disability. Does the DES/AP consider:		
The accessibility of all text based information provided to the school community?	✓	
The action needed to reduce barriers in school for those with sensory/literacy impairments?	✓	
3A Making it happen Does the DES/AP identify:		
How and when the scheme will be evaluated and how those with a disability will be part of this process?	✓	
3B Publishing the DES/AP and the action plan. Does the school identify:		
How the DES/AP will be made available and how to ensure it is accessible to those with a disability?	✓	

DES/AP action plan December 2023 - 2026

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead</u>	<u>Timescale</u>	<u>Monitoring</u>
Further develop systematic procedures that collect views of the impact of reasonable adjustments by pupils with a disability, their parent and advocates.	Regular, minuted meetings of working party. Ongoing audits/surveys with new intake and new students on admission.	ARC/JBY	2024	
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	Feedback via student/year councils. Use of whole school surveys completed by staff, parents and students.	ARC/JBY	2024	
Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors.	Use working party representatives and students with a disability via questionnaires and meetings.	ARC/JBY	2024	
Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Report published on website, via newsletters. New targets identified as an ongoing process through consultations.	ARC/JBY	2024	

Agree targets in three key areas identified below and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation – Over next three years.

Increase access to the curriculum by:	Using the new inclusion area to offer alternative curriculum opportunities for vulnerable students.	ARC/JBY	2023	
Increase access to the physical environment by:	Ensure that any new school buildings are designed with good access for wheelchairs and includes disabled toilet facilities. Look to source external funding to support physical developments	MP	2024	
Increase access to written materials by:	Improve the communications to parents via the school website and keep kids safe.	SBO	2024	

WALTON HIGH SCHOOL - Impact of the DES/AP 2026-2029

The purpose and direction of the school's plan: vision and values.	Review of all policies to be DES/AP compliant. References in SIP. Barriers to inclusion regularly identified and evaluated. Referred to in New Intake Evenings.
Information from pupil data and school audit.	Inclusion strategies and procedures reviewed and developed. New admissions form providing more specific information.
Views of those involved with the development of the plan.	Increased awareness of all staff, governors, students and parents. Changes in school policies the result of consultation. Parents/ carers views through survey sheets and other feedback processes.
Increasing the participation of disabled pupils in the curriculum.	Increased flexibility made for individual students to ensure participation and support. Attendance problems overcome as well as access to work. Increased liaison with parents. On going training. Student views and concerns acted upon where possible.
Continue the improvement in the physical environment of the school	Financial constraints restrict the amount of physical improvements that can be made to the site however, those that have been made e.g. the new front entrance to the school are fully compliant with access regulations, access to Science Laboratories. Qualified consultants are employed to support the school in with this.
Improving the access to printed information to those with a disability	Students and parents accessing pertinent information in a timely and appropriate manner.

Signed by Headteacher.....Chair of Governors.....

Date: