



# Whitby School

## Accessibility Policy

### **Governance Status**

This policy has been adopted by the Governing Body. It will be reviewed every three years or in light of new guidance from the Local Authority or revised Government legislation.

<b>Review dates</b>	<b>By Whom</b>	<b>Date approved by Governors</b>
July 2022	Staff and Governors	July 2022
November 2024	Staff and Governors	10 December 2024

Signed by Chair of Governors:

A handwritten signature in black ink that reads "Crosby". The signature is written in a cursive style with a long horizontal stroke at the end.

**Brian Crosby**

# Accessibility Policy

## 1. Summary

Whitby School is committed to providing premises and a learning environment that is suitable and sufficient for all educational purposes which gives access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability across its two sites.

This plan considers provision for disabled pupils/students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years, Children and Families Act, operates alongside our SEND Policy and is consistent with its terms of principles and approaches to resourcing. This plan extends our duties laid down in the SEN and Disability Act 2001 and the Disability Discrimination Act 2005 – Part 4 (DDA), including promoting the equality of opportunity between disabled people and other people, eliminate discrimination and harassment related to disability, promote positive attitudes towards disabled people and encourage participation by disabled people in public life.

Definition of Disability (The Equality Act 2010): A person has a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting hearing and sight) and learning difficulties. The definition also includes certain medical conditions when they have a long-term and substantial effect on the everyday lives of our students, staff and visitors.

## 2. Objective

Our key objective across the school sites is to reduce and eliminate barriers to enable access to all areas of the curriculum and support full participation in our school community for all our pupils, prospective pupils, visitors and staff.

## 3. Accessibility

Whitby School is DDA compliant internally and externally and strives to improve accessibility for children, young people, staff and visitors. Accessibility is a fundamental issue when considering the development or refurbishment of our facilities.

## 4. Prospect Hill

- A path with barriers has been installed at the Prospect Hill Site to segregate pedestrians and motorists and an automated barrier entry system has been installed at the main entrance to prevent access by the general public without being admitted via the main reception. The gate also prevents vehicles leaving or accessing the site when school finishes and pupils are leaving the site. We are currently liaising with the Local Authority regarding making the start and end of the day arrangements more safe for our young people. This includes looking at whether a bus pull in point can be created on the road in front of our Prospect Hill site and looking at the travel routes into school, including the suitability of the crossing arrangements between our two sites.
- The majority of our buildings are wheelchair accessible. There are lifts on each site. The school has ensured there are designated pedestrian pathways between its buildings to provide walkways separate to vehicular routes. .

- Disabled parking bays are made available on request on the Prospect Hill site to avoid vehicles driving in front of the school building where there are pedestrians. Parking spaces can be allocated according to the building needing to be accessed.
- A custom built hygiene facility is located in the Normanby Wing building.
- Disabled toilet facilities are also available in front of the Sixth Form Centre and in the Design and Technology buildings.

## **5. Airy Hill Site**

- The main entrance has been upgraded to control vehicle movement and improve safety for pedestrians. New signage has been installed plus two further speed ramps. All lining works have been upgraded which includes the removal of half the central parking spaces to ease the movement of vehicles at the start and end of the day.
- Disabled parking bays are allocated adjacent to the main entrance.
- Specialist sports facilities with wheelchair access are all accessible to those with disabilities. This includes the astro-turf, neighbouring changing rooms and playing field areas.
- The external door adjacent to the current DT Food room in the Learning Support area has been modified and now opens both inwards and outwards. There is a ramp leading to this door to facilitate access by wheelchair users.
- The DT Food room's fire exit is compliant internally and externally with all Equality Act (2010) Guidance.
- A height adjustable workstation is being installed in the DT Food room.
- A lift has been installed to ensure that wheelchair bound students can access the full range of learning resources on the site.

## **6. Visually impaired students**

Our sites are well-equipped for meeting the needs of visibly impaired students. Individual needs are met following advice from specialist LA services. Staff have had training to cater for sight-impaired students. We have marked step edges and hard to differentiate height changes and objects with yellow paint, under the advice of sight-impairment professionals. Site changes are undertaken bearing in mind the need to avoid what could easily be a trip/bump hazard for a sight impaired person.

## **7. Hearing impaired students**

Whitby School has purchased the following equipment to support hearing impaired students:

- Phonak Roger Dynamic
- Phonak Roger Transmitter
- Splitter for audio jacks
- Audio leads
- Pager linked to the fire and lockdown alarm systems.

We currently have a dedicated learning support assistant employed to work with a hearing impaired pupil. Staff have received training from hearing-impairment professionals.

## **8. Methods of Communication**

Whitby School can supply written information for students, parents and staff in a variety of different formats such as Braille, modified large print, large print, audio or in a different language and does so for a number of young people with such needs.

The following text appears in all publications:

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।  
如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。  
اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔



Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

## 9. Signage

Key signage on all sites has been updated to ensure consistency and legibility. Signage designs are produced to agreed standards.

## 10. Whitby School Events

Whitby School is able to arrange for a "signer" to be available for events (eg, parents' evenings, on request).

## 11. Teaching and Learning

We provide all young people with a broad and balanced curriculum that is differentiated and adjusted to meet the needs of individuals and to suit preferred learning styles - see the relevant school website SEN Policy section on "How the curriculum is differentiated". Whitby School offers alternative accreditation to help all young people to achieve accreditation, whatever their ability or needs.

KS3: the KS3 curriculum is based on the National Curriculum with an additional enrichment programme. All students have equal access to extra-curricular opportunities and day visits and residential opportunities. All students undertake baseline testing and this and other information is shared to assist teachers in planning their differentiated approaches to learning.

Whitby School endorses the principles which underpin the development of an inclusive curriculum, including setting suitable learning challenges to maximise potential, responding to the diverse learning needs of our students, overcoming potential barriers to learning and assessment for both individual and groups of students.

Whitby School recognises its duty under the Equality Act (2010) and that it is unlawful for an education provider to treat a person with a disability unfavourably. We commit to taking all reasonable steps to avoid putting any person with a disability at a substantial disadvantage (the 'reasonable adjustment' duty).

Whitby School Governors recognise their duty to publish accessibility strategies and plans; this plan covers the three main elements of the 'planning duty' by:

- Managing and improving the physical environment of the sites for the purpose of increasing the extent to which disabled young people are able to take advantage of education and associated services. We aim to meet the needs of a range of young people, both currently on roll and prospective students.
- Ensuring that the curriculum is differentiated, to meet the learning needs of young people with SEN and disabilities, and making target setting effective and personalised for these students. Written material is to be presented in an appropriate format for SEN and disabled children and

young people, including pictorial and oral formats. Classroom organisation is planned to maximise learning opportunities and to promote inclusion and participation in curriculum activities for all disabled students.

- Ensuring that appropriate support is given to all students with disabilities and that staff who work with these students are fully briefed on their needs. We will seek and follow the advice of various local authority services to achieve this, such as specialist teacher advisers, SEN advisers and appropriate health professionals.

## **12. Access Arrangements and Reasonable adjustments**

Whitby School follows the JCQ guidelines for access arrangements and reasonable adjustments: (Access Arrangements and Reasonable Adjustments, which are updated each year) to ensure the following.

- That learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) will meet their needs. Pupils are assessed and support is identified and made available to the learners to facilitate access to examinations/assessments.
- Where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified specialist assessor as appointed by the head of centre. Whitby School has a written process in place to not only check the qualification(s) of their specialist assessor(s), but to ensure that the assessment process is administered correctly.
- Whitby School assists the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements, once approved. We submit any applications for access arrangements or reasonable adjustments by the published deadline, ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. For GCSE and GCE qualifications, an Examinations Board Centre Inspector will sample a centre's applications.
- The SENCO keeps a file for each GCSE and GCE application which contains all the supporting evidence of need with a signed data protection notice.
- Submission requests for modified papers will be made by the published deadline.

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<b>Accessibility Plan</b>
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<b>Hazel Kirk – SENCO</b>					
<b>Date: September 2024</b>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility of</b>	<b>Monitored by</b>
<b>Access to Curriculum</b> Create effective learning environments for all using feedback from pupil groups	Cost of maintaining extra-curricular support	Ongoing	Breakfast, lunchtime, homework clubs	SENCo, supported by LSAs	Governors
<b>Access to Wider Curriculum</b> Increase participation in outdoor activities	Continued development of residential and participation opportunities for young people	Ongoing	Funding of residentials, training of staff	Head of School	Governors

<b>Impact Analysis</b> Ensure all policies consider the implications of Disability Access	SENCO to attend SENCO Network Meetings and keep abreast of developments through maintaining links with appropriate officers at the LA and ensuring the wider staff are made aware of policy implications	Ongoing	Staff time	SENCo/Staff/Governors	SENCo and Governors
<b>Resourcing</b> Increase relevant specialist equipment and staff training	SENCo, in liaison with the Assistant Headteacher responsible for CPD, to ensure that staff training for SEN requirements is included each year in the staff CPD programme	Annually	SENCo to identify new equipment/upgrades needed to best provide for SEN pupils and to identify/provide appropriate training/ resources for staff.	SENCO/ST	Governors
<b>Attitudes</b> To promote positive attitudes to disability	Ongoing – ethos	Ongoing	To ensure that school policies reflect inclusion of the full ability range of students on roll	Staff and Governors	Governors
<b>Newsletters and Information</b> Availability of documents in alternative format	Create parent email database to disseminate information	Ongoing	Signer available. Braille and large print. Electronic copies, speech to text communication	SENCo, LSAs	Governors