

# Darland High School

## Accessibility Plan

**2019-2022**

### **Statement of Values**

The plan is drawn up in accordance with the planning duty in the Equality Act 2010. The Governing body have three key duties towards disabled students

- Not to treat disabled students less favourably for a reason relate to their disability
- To make reasonable adjustments for disabled students, so that they are not at substantial disadvantage
- To plan to increase access to education for disabled students

### **The DfES definition of disability**

Guidance from the DfES states that a person has a disability if he

or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect ton his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition of disability is a wide one and includes those with medical needs (e.g. cancer, diabetes) and a large number of students with learning disabilities and social and emotional mental health difficulties.

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

- Increase 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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

### Aims of the Accessibility Plan

- To ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions

- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled students. To develop sensitivity and expertise in approaching the specific needs of a broad range of students
- To develop strong collaborative relationships with students and parents or carers and to increase the satisfaction of disabled students and their parents or carers with the provision made by the school
- To promote equality of opportunity and positive attitudes towards disabled students. To encourage the availability of role models and positive images of disability

Darland High School has a strong commitment to equal opportunities and accessibility as laid out in the Equal Opportunities Policy, Anti Bullying Policy, Additional Needs Policy, Behaviour Policy Health and Health Care Policy. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in maintaining and improving the physical environment , in professional development.

Darland High School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Everybody needs to take the lead in respect of accessibility within their areas of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior management team reporting to the governing body.

### **Overview of school building**

Darland High School is set out across three main buildings, all have two levels. One building includes a lift.

### **Overview of students**

Darland High School is an English medium 11-16 mixed comprehensive school maintained by Wrexham County Borough Council. The school is situated to the northeast of Wrexham in Rossett village. The school draws from surrounding villages as well as a significant number from Wrexham town. Students entering the school represent the full range of ability and around 18% have a special educational need, similar to the national average of 18.6%. The school has two resourced provisions for pupils with Dyslexia and Communication difficulties. About 4% of students have statements of special educational needs. This figure is slightly higher than the average of 2.6% for Wales as a whole. A few pupils receive support to learn English as an additional language.

### **CURRICULUM**

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement required	
			Planned Improvement	By when
To continue to draw upon the expertise of external agencies eg S&L, Ed Psych, Inclusion Team	SENCO to use external professionals to support her work	Staff supported in their work by outside professionals		On going
Teachers and TA's have the necessary training to tech and support	Performance Management, CPD, SEN courses as appropriate	Teachers and TA's more able to meet requirements of students needs	Regular audit of needs and follow-up CPD	On going

disabled students		with regard to accessing the curriculum		
Lessons provide opportunities for all students to achieve	ALN Policy TA support External agency advice Differentiation	Students achievements measured against targets and national expectation	Adaptations to furniture, access and specialist equipment as required	On going
Make special arrangements for exams	SENCO Ed Psych	Suitable access arrangements made for students		On-going

### INFORMATION ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement required	
			Planned Improvement	By when
Information is presented to students in different formats. Linked to Strategic Equality Plan	SENCO advice INSET Read aloud Large print Simple language	Students achievement measured against targets. Clearly printed worksheets Coloured paper used for contrast	Specific needs continually assessed and addressed	On going
ICT available to produce written information in different formats	SENCO advice Laptops Programs to support learning where appropriate	Students achieve against targets and national expectations		
Information made available to parents in a range of different formats	Simple language Large print Digital formats Bilingual translation Advice from LEA about available resources	Can be provided on a needs basis		

### BUILDING ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement required	
			Planned Improvement	By when
Emergency and evacuation procedures are set up for students with ALN and	Emergency and evacuation procedures in place (PEEP) Evac chair	Auditory and alarm system	Investigate possibility of visual alarms if need arises and a stair chair	On going

disability				
Students who use wheelchairs can move around school without experiencing barriers	Specific needs identified prior to admission	Wheelchair access is good	Evacuation chair is needed	By Sept 2019
Furniture and equipment is selected, adjusted and located appropriately	Ensure that all furniture and equipment is selected, adjusted and located appropriately	Continuous review		On going

### **Consultation**

Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parents' evenings, reviews and meetings we are confident that the school adapts a curriculum to meet the needs of disabled students. Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the student when planning for their support.