



<b>Disability Policy with 3 year Accessibility Plan (Warwick School and Warwick Junior School)</b>	
<b>Regulatory</b>	Yes
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## Disability Policy and 3-year Accessibility Plan

### Aims of the policy

- To afford opportunity to employees and pupils who have a disability
- To ensure compliance with the Special Educational Needs and Disability Regulations 2014
- To have regard to the guidance issued by the Department of Education and the Department of Health, 'Special Educational Needs and Disability Code of Practice' 2015

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information

Our school aims to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Warwick School ("the School") will –

- 1.1 Maintain and drive a positive culture of anti-discrimination towards those with a disability
- 1.2 Train staff to understand the types of disabilities and how to deal with employees and pupils who have disabilities.
- 1.3 Adopt **user-friendly procedures** for considering admissions from parents of children with disabilities
- 1.4 Fulfil the planning duty to draw up a three-year Accessibility Plan with the aim of increasing the **accessibility of the School's curriculum**, and to improve the **physical environment of the School** and to improve **access to information** for our employees, pupils and prospective pupils.
- 1.5 **Implement** and **review** the Accessibility Plan regularly.
- 1.6 Keep under review the School's **Admission Policy and Anti-Bullying policies** in line with government guidance updates to ensure all pupils are treated equally

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### **Legislation, guidance and definitions**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#) and [SEND code of practice: 0 to 25 years - GOV.UK \(2015\)](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments and long-term health conditions.

The following list on the meaning of impairment (in accordance with the Equality Act 2010) is not exhaustive, but generally considered the best starting point:

- Sensory impairments, affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, ME, chronic fatigue syndrome, fibromyalgia, diabetes, depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- Auto-immune conditions such as lupus (SLE)
- Organ specific, including respiratory conditions such as asthma, cardiovascular disease and thrombosis, stroke and heart disease
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- Learning disabilities
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, bipolar affective disorder, post-traumatic stress disorder, OCD, and some self-harming behaviour
- Mental illness such as schizophrenia, and depression
- Any long term, severe and significant condition produced by injury to the body and to the brain

Disability **does not** include:

- Hay fever sufferers
- A person with anti-social tendencies such as paedophilia and/or abusive behaviour
- A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions
- A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- A person who is addicted to nicotine, alcohol and other non-prescribed substances

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Accessibility**

### **Academic/Educational:**

- Staff need to be aware of pupils with SEND
- Staff will continue to be made aware of strategies to make 'reasonable adjustments' within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum
- Staff will need to adapt their teaching to the learning styles and needs of all their pupils according to their abilities and needs
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their Health and Safety, for example, in using labs, workshops, sports equipment

### **Social, Sporting and Recreational Activities:**

- Individual Risk Assessment and management strategies will be provided for pupils with a disability who wish to engage in school trips or visits where appropriate.

## **Disability discrimination**

**We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability *without justification*.**

We will not knowingly discriminate against a person on the grounds of disability –

- In the arrangements for determining **admission or employment procedures**

- In the terms on which a place at the School is offered
- By refusing or deliberately omitting to accept an application for admission or employment
- In the provision of **education and associated services**
- By **excluding** a person on the grounds of their disability
- By **victimising** a person with a disability
- By failing to take steps to ensure that disabled persons are not placed at a **substantial disadvantage** in comparison with non-disabled persons

### **Admission procedure for pupils**

The School will be open to applications from **any prospective pupil with a physical and/or mental impairment**.

- The registration or admission form will enable the parents to give details of their child's disability
- Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude
- The School will treat every application from a pupil with a disability in a fair, open-minded way
- The School will, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs
- The applications will be considered on the basis that all '**reasonable adjustments**' have been made by the School in order to cater for the child's disability (see definition below)
- The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined

### **Education and associated services**

The School has an on-going duty to make reasonable adjustment in respect of the '*education and associated services provided*'. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- school sports
- school policies

- breaks and lunchtimes
- the serving of school meals
- assessment and examination arrangements
- school discipline and sanctions
- exclusion procedures
- school clubs, trips and other activities; and
- preparation of pupils for the next phase of education.

### **Reasonable adjustments for pupils**

The School is legally required to make 'reasonable adjustments' in order to cater for a child's disability. The School is **not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the School.**

The School shall inform the pupils and parents of the reasonable adjustments that the School are **legally required** to make for that pupil, which may typically include:

- Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- Allowing extra time for a dyslexic child to complete an entrance exam
- Providing examination papers in larger print for a child with a visual impairment
- Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- Arranging a variety of accessible sports activities

The School is **not legally required** to make adjustments which include:

- Physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library
- Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants
- Pupils are required to move around the site but most areas are accessible by lift

### **Disclosure**

Parents will be requested to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

If following the offer of a place it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to make reasonable adjustments for those disabilities then the School may withdraw the offer of a place or ask the parents to withdraw a child who is already a pupil.

### **Review procedure**

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Head will advise as to the procedure under which such a review will be conducted.

### **Accessibility plan**

The School has a three-year Accessibility Plan (Appendix A). The plan is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the School proposes to:

- Increase the extent to which pupils with a disability can participate in the **school's curriculum**
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of **education and associated services**
- Improve the **delivery of accessible information** to pupils with a disability

The plan is reviewed annually to ensure that it is up-to-date and covers all aspects of School life as determined under the Act.

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) policy

Staff Code of Conduct

## **APPENDIX A: SCHOOL DEVELOPMENT PLAN: 3- Year Accessibility Development Plan:**

### **Evaluation from 2020-2023**

**Physical access:** The school has buildings spread over a large campus, with different departments housed in different buildings. The ground floor of all buildings is accessible to all, and lifts have been installed in all of the newer buildings (Cheshire Building (Science), Halse Pavilion (Sport), Thornton Building (Maths and English), Sixth Form Centre). Wheelchair access is still restricted to the upper floors of some of the older buildings (Geography/ History/ MFL, T&P, Main School Building) which don't have lifts. Hiring of accessible transport such as a coach which allows for wheelchair access ensures pupils with a disability can travel with their peers and access off site activities.. Adaptions are beginning to be made to the school site to support potential pupils with VI challenges.

**Curriculum accessibility:** The implementation of BYOD and the School's response to Covid-19 has enabled all students to have remote access to all learning through the use of Office 365 suite. This enables pupils with any physical or mental health needs to access their learning remotely. There has been INSET offered to all staff on use of Office 365 tools for accessibility e.g. One Note for immersive reader Staff are now confident in the adaptive tools available on Office 365 and promote use of these to students.

**Delivery of accessible information:** The use of the immersive reader facility aids those with reading or sight challenges. Subtitled function in powerpoint allows EAL learners accessibility in their first few months of transition and Microsoft Accessibility Checker allows teachers to check the readability/accessibility of content to be used in the classroom.

**Awareness of disability provision:**

There is now an accessibility and inclusion pupil voice committee that has broadened understanding of provision made by the school for those with disabilities. Their work has enabled greater understanding and empathy of all pupils for people who have disabilities e.g. Melanie Barrett, Paralympian.



SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan: **2024 – 2025**

<b>Aim/Project/Priority Area: Accessibility</b>				
<b>Targets</b>	<b>Criteria for Success</b>	<b>Implementation Strategies</b>	<b>Timescale</b>	<b>Who</b>
<b>Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum:</b>	<p>The legal requirements continue to be met for all disabled pupils and they are prepared for their future pathways</p> <p>Pupils with physical disabilities can fully participate in all activities including trips etc.</p> <p>Greater range of role models with physical and /or mental health disabilities seen visiting the school</p> <p>Pupils feel more valued and have high aspirations</p> <p>Develop outreach link with local schools with Evergreen Special School</p> <p>Future curriculum development considers all accessibility issues including those linked to mental health</p> <p>Staff feel confident about dealing with disabilities in their teaching groups</p>	<ul style="list-style-type: none"> <li>Review legislation and changes to Accessibility Plan and other related H&amp;S laws</li> <li>Review of school site in relation to pupil with physical disability</li> <li></li> <li>Review the trips on offer in school and the accessibility of them to students with a physical disability</li> <li>Continued development of Accessibility Pupil Voice working party</li> <li>Include more opportunities to work with disabled people.</li> <li>Ensure the needs of those with disabilities are being considered as part of future curriculum development consultations</li> <li>Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs. Training offered for those supporting individual pupils with physical and hidden disabilities in September and January INSET</li> </ul>	Autumn term 2023	Head/SDH/DHP/HoCS&S END/SMHL/HoDs/HoCar
<b>Improve the availability of accessible information</b>	Pupils access the curriculum fully	<ul style="list-style-type: none"> <li>Ensure that the BYOD programme is meeting the needs of disabled pupils and that they are</li> </ul>	Throughout year	Head/SDH/

	<p>Survey of use of aids is completed and analysed</p> <p>Pupils record homework successfully</p>	<p>aware of all its features such as immersive reader and other reader software</p> <ul style="list-style-type: none"> <li>• Survey staff to ascertain the frequency of use of aids suggested by pupils in their classes</li> <li>• Staff reminded to follow Pen Portrait guidance for helping pupils with a disability record homework fully e.g. extra time to record, writing it on board, checking entries in diaries etc.</li> <li>• Review use of electronic textbooks</li> </ul>		DHT&L/ HoCS&S END/ SMHL/ HoDs
<b>Proposed developments in physical access to education and associated services:</b>	Pupils have better access to all curricular areas including on the wider campus	<p>Review accessibility around the campus, including in older buildings</p> <p>Continue to ensure that future WSF estate plans include practical and financial review for accessibility.</p>	During year	Head/ Foundati on Manager s/DHP and HoCS&S END/ SMHL
Financial implications of building design and fabric, resources and training VI educational adaptations are within budget. Training and guest speakers already budgeted for.				
<b>Evaluation Procedures Use of pupil voice to assess provision of accessibility. Use of specialist to assess site worthiness for physical and visual impairments</b>				
Increase in provision Estates work over the summer in 2024 on key areas identified by specialists. Additional training for sports staff on sport for visually impaired students.				

SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan: **2024 – 2025**

<b>Aim/Project/Priority Area: Accessibility</b>				
<b>Targets</b>	<b>Criteria for Success</b>	<b>Implementation Strategies</b>	<b>Timescale</b>	<b>Who</b>
<b>Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum:</b>	<p>Full access to curriculum and all legal requirements met for all students</p> <p>Future curriculum measures are accessible and aid the achievement of those with disabilities</p> <p>Partnership with local schools (Evergreen Special School) flourish and volunteering has higher profile within the school</p> <p>Accessibility a feature of regular cross-school meetings and plans</p> <p>Staff feel confident about meeting the needs of their disabled students</p>	<ul style="list-style-type: none"> <li>Review legislation and changes to Accessibility Plan and other related H&amp;S laws</li> <li>Continue to develop partnerships with local schools and raise profile of volunteering with disabled pupils from other schools.</li> <li>Collaborate more fully on accessibility at Foundation level</li> <li>Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs</li> <li>Continue to train staff of individual pupils with specific needs as well as raising general staff and pupil understanding through the work of the Accessibility committee</li> </ul>	Throughout the year	Head/ SDH/ DHP/ HoCS&SEND/ SMHL/ HoDs/ HoCar
<b>Improve the availability of accessible information</b>	<p>Year 7 audit of accessibility without BYOD device completed and consideration given to using BYOD in Y7.</p> <p>Audit technology used by pupils with specific needs</p>	<ul style="list-style-type: none"> <li>Audit accessibility in Y7 where BYOD does not apply</li> <li>Evaluate the BYOD policy and the difference made to those pupils with a disability and consider full implementation to Year 7 as well.</li> <li>Additional training on technology for visual impairment</li> </ul>	Throughout year	Head/ SDH/ DHT&L/ HoCS&SEND/ SMHL/ HoDs

		<ul style="list-style-type: none"> <li>Work with visual impairment specialists to ensure that we are meeting pupils' needs</li> </ul>		
<b>Proposed developments in physical access to education and associated services:</b>	<p>Campus is even more accessible to those with a disability based on recommendations given by specialists</p> <p>Parents can enter school for meetings easily</p> <p>Staff with mobility problems are given special arrangements for things such as trips and parking spaces</p> <p>Transport meets the needs of those with disabilities</p>	<p>Ensure that developments are inclusive of all disabilities across the Foundation site</p> <p>Ensure parents and staff with disabilities are offered any help such as a parking space near to school and adjustments for parents' events</p>	During year	Head/ Foundation Managers/DHP and HoCS&SEND/ SMHL
Financial implications of building design and fabric, resources and training Possible significant financial outlay if accessible transport is bought by the Foundation rather than hired. Transport team to weigh up the relative costs of this. Ongoing work to improve visual indicators around the school site will need to be responsive to guidance from specialists. Training has been budgeted for and TAs employed.				
<b>Evaluation Procedures Use of specialists from local authority to provide guidance as to what changes can be made</b>				
Increase in provision				

SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan: **2025-2026**

<b>Aim/Project/Priority Area: Accessibility</b>				
<b>Targets</b>	<b>Criteria for Success</b>	<b>Implementation Strategies</b>	<b>Timescale</b>	<b>Who</b>
<p><b>Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole school curriculum:</b></p>	<p>Full access to curriculum and all legal requirements met for all students</p> <p>Future curriculum measures are accessible and aid the achievement of those with disabilities</p> <p>Partnership with local schools (Evergreen Special School) flourish and volunteering has higher profile within the school</p> <p>Accessibility a feature of regular cross-school meetings and plans</p> <p>Staff feel confident about meeting the needs of their disabled students</p>	<ul style="list-style-type: none"> <li>• Review legislation and changes to Accessibility Plan and other related H&amp;S laws</li> <li>• Continue to develop partnerships with local schools and raise profile of volunteering with disabled pupils from other schools.</li> <li>• Collaborate more fully on accessibility at Foundation level</li> <li>• Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs</li> <li>• Continue to train staff of individual pupils with specific needs as well as raising general staff and pupil understanding through the work of the Accessibility committee</li> </ul>	<p>Throughout the year</p>	<p>Head/ SDH/ DHP/ HoCS&amp;SEND/ SMHL/ HoDs/ HoCar</p>
<p><b>Improve the availability of accessible information</b></p>	<p>Continue to work with visual impairment specialists</p> <p>Continue to audit use of accessibility tools in Microsoft suite</p>	<p>Further develop library resources for those with visual impairments</p> <p>Ongoing training on use of accessibility tools in Microsoft</p>	<p>Throughout year</p>	<p>Head/ SDH/ DHT&amp;L/ HoCS&amp;SEND/ SMHL/ HoDs</p>

<b>Proposed developments in physical access to education and associated services:</b>	Campus is even more accessible to those with a disability based on recommendations given by specialists	Evaluate the dining experience and whether this can be improved to meet the needs of pupils and staff with disabilities	During year	Head/ Foundation Managers/DHP and HoCS&SEND/ SMHL
Financial implications of building design and fabric, resources and training Possible significant financial outlay of adaptations to dining room such as noise dampening resources or additional staff supervision of separate areas. Financial resourcing				
<b>Evaluation Procedures Use of specialists and pupil voice accessibility committee to analyse issues.</b>				
Increase in provision				

## APPENDIX B:

ADMISSIONS: ADDITIONAL INFORMATION no. 2

### INFORMATION REGARDING ENTRY FOR APPLICANTS WHO HAVE A DISABILITY

*The following is an extract from the School's Policy on Disability:*

#### Admission procedure for pupils

The School will be open to applications from **any prospective pupil with a physical and/or mental impairment.**

1. The registration or admission form will enable the parents to give details of their child's disability.
2. Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude.
3. The School will treat every application from a disabled pupil in a fair, open-minded way.
4. The School will, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
5. The applications will be considered on the basis that all '**reasonable adjustments**' have been made by the School in order to cater for the child's disability. (See definition below)
6. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs.
7. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

If your son has a disability, please give brief details here, **return this form with the registration form** and we will then arrange to meet you to discuss it.

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PUPIL'S NAME

DISABILITY

Signed \_\_\_\_\_

Date: \_\_\_\_\_