



Accessibility Policy

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Introduction

The Wooldale Centre for Learning has been built to a design, which complies with current legislation regarding access for the disabled. This design incorporates the primary and secondary areas of school, the nursery and the Public Library. The main obstacle facing the designers was the gradient of the school site. However, this has been used to advantage because the architect has incorporated an upper and lower ground floor arrangement, which allows ground floor access to both floors of four two-storey buildings. The Primary School and Nursery are in a single storey building.

There are three lifts in the Centre to facilitate access. These are located as follows:

- Sixth Form Centre (lower ground floor) / Secondary Reception area (upper ground floor)
- Teaching block C - Maths and Humanities (lower ground floor) / English, Languages and Special needs (upper ground floor)
- Main Hall and Sports Hall area (ground floor) / Music and Drama area (first floor)

Any additions to the school fabric go through a process of design, which gives full consideration to accessibility issues.

Actions

1. There will be regular meetings between Leadership Team members and the Facilities Manager. Accessibility issues will be raised at this meeting and the Facilities Manager will be asked to ensure that any shortcomings in provision are quickly addressed.
2. The Special Educational Needs and Disability Coordinator will ensure that children whose statements/EHC plans refer to accessibility have the relevant items addressed in their individual education plans. School will follow the advice of the support services in making arrangements for individual students.
3. At SPV meetings (at which the school, the Local Authority, the PFI contractor and the Facilities Management Committee are represented) any issues affecting accessibility can be raised by any of the parties. There is also an annual review of performance of the PFI contract, which gives scope for reporting any issues arising.
4. The Principal will review the accessibility policy so that any issues raised can be dealt with.
5. The Pastoral Team and the Special Educational Needs and Disability Coordinator will aim to increase the extent to which pupils with disabilities can participate in the curriculum.
6. The school will aim to improve any possible physical barrier identified to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided.
7. The Leadership Team and the Special Educational Needs and Disability Coordinator will aim to improve the availability of information for pupils with disabilities.
8. The Special Educational Needs and Disability Coordinator and Admission Officer will coordinate any arrangements necessary for the admission of pupils with disabilities.

9. As per the school Equality Policy, the Leadership Team will take the necessary steps to prevent pupils and staff with disabilities from being treated less favourably than others.
10. Parents' Evenings are organised making accessibility as easy as possible for parents/carers and teachers with disabilities.