

Rationale

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy. The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is 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. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

Aims of Willow Brook Accessibility Plan

The school plans, over time to increase accessibility of provision for all students, staff and visitors to the school. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The main priorities in the school's plan will be in the following areas:

1. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational opportunities.
2. Increasing the extent to which disabled pupils can participate in every aspect of the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
3. Improving the communication to disabled pupils, staff, parents and visitors of information that is provided in writing and verbally for pupils and adults.

Action Impact Next Steps

Priority 1

- The school has increased the quality of corridor displays and at varying heights. Music, sound and light is used.
- All pupils have a visual, stimulating environment. Multi-sensory approach is used to develop every child's experience.
- Extend to all outside areas.
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- School has excellent disability access ramps, lift and can be accessed by all.
- Safe and secure environment for all.
- Extend access to all green spaces.
- Extend to parents/home learning opportunities in the holidays.
- The school has developed IT extensively to increase participation for all.
- Pupils are engaged and all pupils can access the curriculum using IT resources.
- Extend to parents/home learning opportunities in the holidays.
- Extend access to all green spaces.

Priority 2

- The curriculum is enriched and interactive/action based.
- All pupils have access to a rich and deep curriculum. P4C and Arts are exemplary to inspire all learners. Reduced gaps in attainment. Accelerated progress.
- Curriculum further developed for next year in light of reviews.
- Staff are highly trained to develop every child. All pupils have individual plans.
- Enhance curriculum for 2019/20.

Priority 3

- Communication with all members of the community is detailed and planned through diaries, newsletters, text service, meetings, open days.
- Training offer has enabled all staff to teach to meet the needs of every child. Case studies show individual achievements.
- Review and revise.
- Website and online learning gives opportunities for interaction.
- Diaries used have improved communication.
- Visual prompts and learning
- Questionnaire to access opportunities have raised changes needed for next standards.
- academic year.