Accessibility Policy
2020-21

Signature:

Gregg Mockridge
Head teacher

Approval Date: July 2020
Review Date: July 2021
1. Aims

An Accessibility Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

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

- Increase the extent to which students with a disability can participate in the curriculum
- Improve the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information for all students
- To provide the Governors with an action plan which can be incorporated into their annual budget

Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. It is the Academy’s agreed policy that adults and students with a wide range of potential needs and requirements including those with mobility impairments, sensory impairments, mental health conditions, epilepsy, Aids, asthma and progressive conditions (i.e. multiple sclerosis) are not treated less favourably for a reason that relates to their disability. The Academy has determined that it will make ‘reasonable adjustments’ in order to create an inclusive environment that promotes an equality of opportunity - removing barriers to alleviate any substantial disadvantage that a student with a disability faces in comparison with non-disabled students.

The plan is available online on the school website, and paper copies are available upon request. 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 Academy will also make reasonable adaptations to appoint/retain staff in post who have/acquire a disability.

2. Legislation and Guidance

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.

Definition of Disability:
The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

**Aim 1: Increase access to the curriculum for students with a disability.**

**Current best practice at WSC:**
WSC offers a differentiated curriculum for students of all abilities and uses specific resources to ensure students are able to fully access the curriculum. Resources are tailored in lessons to the needs of students with a disability who require support to access the curriculum. E.g enlarged text. Lessons are planned to provide opportunities for all students to achieve.

Staff provide alternative ways for students with a disability to access experiences they cannot fully engage in e.g. differentiated sport activities.

The curriculum is reviewed to ensure it meets the needs of all students through SEND observations and drop ins, offering advice and guidance for staff.

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<tr>
<th>Target</th>
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<th>Person responsible</th>
<th>Date to complete actions by</th>
<th>Success criteria</th>
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</thead>
<tbody>
<tr>
<td>Ensure staff are familiar with technology and practices developed to assist students with disabilities - staff to confidently use SEND ICT equipment.</td>
<td>ICT team and SEN team ensure staff aware of ICT packages to be used in the classroom context. CXH to be reminding staff about usual way for working/use of laptop for students requiring Access arrangements as evidence for normal way of working.</td>
<td>SLT/SEND team SENCo</td>
<td>On-going cycle for new staff</td>
<td>Increased number of students using laptop as usual way of working in preparation for Access arrangements evidence.</td>
</tr>
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<td>To increase staff’s SEND understanding and practical approaches to further develop ‘quality</td>
<td>Audit of CPD and training needs to develop new training cycle reviewed for Dec 2018</td>
<td>SENCo/ Head teacher All staff</td>
<td>Dec 2018 – on going</td>
<td>Raised staff confidence in regards to strategies for differentiation and increased participation for all students.</td>
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</table>
first teaching’.

| Ongoing update of SEND handbook – to include section on the impact of a disability in the classroom and best practice in meeting needs. The use of personal pupil passports to support staff with using the most effective teaching strategies with individual students to support their learning. | SENCo | Sept 2018 – ongoing | May 2018 | Ongoing |

**Aim 2: Improve and maintain access to the physical environment**

**Current best practice at WSC:**

Classrooms are optimally organised for students with a disability to access the site and alterations and adaptations are made to include individuals within their group if timetabled in a classroom not accessible by a wheelchair. Following audit from visually impaired team, the following has been actioned:

- Signs and speed bump commissioned to make the through road a pedestrian zone
- Installation of new path to avoid steps to the rear of the building
- Installation of arrows to identify where corridors/outside spaces are on a gradient.
- Classrooms installed with blinds to decrease glare on surfaces.
- Installation of new surface to old cobbled area to give ease
- Updating of external lights to access routes and muster point
- Fencing to the pond to ensure visually impaired are safe
- Installation of new privacy screens and doors to shower facilities
- Additional fire alarm sirens to increase decibels to areas

Key curriculum locations have mechanical means to gain access to up stair floors. Corridor widths are compliant and accessible. Disabled parking bay available in front.
Accessible toilets are available on the site across the campus.

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<td>All emergency and evacuation systems set up to inform ALL students, including pupils with SEN and disability; including alarms with both visual and auditory components.</td>
<td>To include visual components to key auditory fire alarm locations.</td>
<td>Premises Team</td>
<td>Sept 2018 – on going</td>
<td>Fully inclusive system for early warning in noisy environments, and evacuation drill confirm attendance of all Staff, Visitors and Students quicker.</td>
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<td>Clear signage in place to help locate key areas of the academy. Signage to be at a suitable level and on a matt surface to eliminate the glare caused by lighting or sunlight. A plain easy to read font to be used and attention given to the contrast between lettering and background colour.</td>
<td>To include braille for department areas. To assess signage across the whole Academy to support visually impaired and improve visual directions across the site.</td>
<td>Premises Team</td>
<td>Sept 2019 – on going</td>
<td>Staff, Visitors and Students know where the relevant departments are.</td>
</tr>
<tr>
<td>All emergency and evacuation systems set up to inform all, with visual components to areas if deemed required.</td>
<td>To include visual components to noisy areas such as construction and music.</td>
<td>Premises Team</td>
<td>Sept 2018 – on going</td>
<td>Fully inclusive system for early warning in noisy environments, and evacuation drill confirm attendance of all Staff, Visitors and Students quicker.</td>
</tr>
<tr>
<td>Mobile Hoist available for students to access when required.</td>
<td>Purchase mobile hoist – seek advice from PIMSS team.</td>
<td>Premises/SENCO</td>
<td>Sept 2018</td>
<td>Increased accessibility for personal welfare.</td>
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<td>Improve visibility of all paved areas and steps – all new ramps visible – ongoing alterations.</td>
<td>Identified different surface, and improve the junctions between areas to mitigate level discrepancies.</td>
<td>Premises Team</td>
<td>Sept 2018 – on going</td>
<td>Increases the assessable areas for students with visual and mobile impairments.</td>
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<td>Perimeter gate and fence access to have an accessible and secure entry and exit point.</td>
<td>Ensure that all boundary gate access points are suitable for all.</td>
<td>Premises Team/SLT</td>
<td>Sept 2018</td>
<td>Increased accessibility and safety of site for all.</td>
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<td>All posts and pillars of low contrast to their surroundings will be clearly demarcated with a band painted around the pillar, post or tree at agreed level and any rails highlighted.</td>
<td>Clearly mark all obstructions and potential obstacles with contrasting markings.</td>
<td>Premises Team</td>
<td>Sept 2018 – on going</td>
<td>Increases the assessable areas for students with visual impairments and those with physical assistant requirements.</td>
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**Aim 3: Improve the delivery of information to students with a disability**

**Current best practice at WSC:**
Staff follow specific guidance from the SEND team to present information to individuals as advised by Outside Agencies, accessing facilities such as ICT to produce written information in different format e.g. large print resources are made available for identified individuals.

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<td>Improve access to the Academy for all stakeholders who are audibly</td>
<td>Install one hearing loop in reception area and service points. Purchase one</td>
<td>Premises Team</td>
<td>Sept 2018 – on</td>
<td>Hearing loop in Reception.</td>
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<td>impaired.</td>
<td>portable hearing loop to allow the use of this technology across the Academy.</td>
<td>going</td>
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<td>Classroom environments to use pictorial cues and symbols to further support comprehension and accessibility to information and use individualised pictoral literacy mats.</td>
<td>Staff have training on the use of RWG and Communication in Print. Staff to create resources using symbols to create signs, labels etc to visually support comprehension and accessibility. Ensure key printed parental paperwork (admissions, letters etc) differentiated to meet needs of all parents. Visually impaired students are given a log in to RNIB Bookshare and set textbooks are downloaded for them to access via a laptop in College or device at home.</td>
<td>SEND Team/ALL</td>
<td>Sept 2019</td>
<td>Information disseminated home to parents and to students with a known disability is accessible visually or auditory. Classrooms across the Academy visually support the curriculum and environment through the use of symbols and pictorial cues. Visually impaired students are able to access set textbooks along with their peers.</td>
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4. Monitoring arrangements

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary. A physical access audit will be carried out every year by the premises team and SENCo. The results of the audit will be fed into the review of the SEND and Disability Policy. This is to ensure the Academy takes, “reasonable steps” to ensure that disabled adults, students and prospective students are not placed at a “substantial disadvantage” compared to adults and students without a disability.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Medical Policy