



L.E.A.D. Academy Trust

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Waddington All Saints Academy Accessibility Plan

Date: September 2018

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1. Aims

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 to disabled pupils

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

At Waddington All Saints academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Waddington All Saints we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

At All Saints Academy we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made 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 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, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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](#).

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.

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.

3. Action plan

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum, including the use of IT.</i></p> <p><i>Curriculum resources include examples of people with disabilities and this is reflected in lesson planning.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> | <p>Short term</p> <p>To liaise with Nursery providers to review admissions before the start of academic year</p> | To identify pupils who may need additional provision | FS leader/SENCO | Sept/Oct 2017 | Appropriate procedures/resources are in place |
| | | To review policies to ensure they include inclusive and reflective practice | To monitor, evaluate and review current statutory policies | Headteacher SLT SENCO | Ongoing | Policies reviewed to ensure curriculum meets the needs of all pupils |
| | | To establish close liaison with parents | To promote engagement, collaboration and participation with parents/carers and school | Headteacher, SLT and SMT | Ongoing | Engagement and involvement |

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| | <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Classrooms are optimally organised for disabled pupils within current restraints.</i></p> | <p>To ensure that classrooms are organized to meet the need of all pupils.</p> | <p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within classrooms to reflect student need.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Provide quiet areas in school.</p> <p>Think beyond the ramp. Look at all accessibility in all areas of school life.</p> | <p>Headteacher, SLT and SMT</p> | <p>Ongoing</p> | <p>Appropriate procedures/resources are in place</p> |
| | | <p>To ensure full access to the curriculum for all children</p> | <p>To review curriculum, resources, training of teachers and support staff</p> | <p>Headteacher, SLT and SMT</p> | <p>Ongoing</p> | <p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</p> |

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| | | <p><u>Medium Term</u></p> <p>To review SEN provision and attainment of pupils</p> | <p>Analyse Data on termly basis. Attend Home school plan meetings.</p> | <p>SENCo</p> | <p>Termly</p> | <p>Termly report indicate progress</p> |
| | | <p>To establish close liason with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.</p> | <p>Liaise as appropriate to meet individual needs.</p> | <p>SENCo Teachers</p> | <p>Ongoing</p> | <p>Engagement and involvement to meet need.</p> |
| | | <p>To promote the involvement of disabled students in school life</p> | <p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> | <p>SENCo/Head teacher</p> | <p>Ongoing</p> | <p>Variety of planned activities that reflect the needs of pupils</p> |
| | | <p><u>Long Term</u></p> <p>Review targets and deliver findings to governing body</p> | <p>Evaluate accessibility plan. Modify/adapt accordingly</p> | <p>Headteacher/Governing Body</p> | | |

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| Improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Door entry system</i> | <p>To ensure accessibility for all and clarity of signs.</p> <p>Clear identification of room functions.</p> <p>To ensure access needs of all staff, Governors and Parents in the school is met for meetings, open afternoons, etc</p> | <p>Plans written</p> <p>Accessibility considered during the planning process.</p> | <p>School Bursar</p> <p>All Staff</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Access to school buildings and site improved as required.</p> <p>Access to school buildings and site improved as required.</p> |
| Improve the delivery of information to pupils with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations (PECS)</i> • <i>Use of pastel paper for dyslexic students.</i> • <i>Audio formats available</i> • <i>Homework available in alternative formats.</i> | <p>To ensure that plans are in place for individual disabled children and they they are involved as part of the target setting process.</p> <p>To ensure that admin staff and teachers are aware of any personal requirements in relation to communication.</p> | <p>Create access plans as required.</p> <p>Ensure the 'Accessibility Policy' links to 'Our School Offer on the website.'</p> | <p>Teachers/ non-teaching staff</p> <p>Admin staff</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Enabling accessibility needs to be met where possible.</p> <p>Enabling accessibility needs to be met where possible.</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Academy Advisory Board and the Head teacher, Mr. Paul Martin.

5. Links with other policies

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

- Risk assessment policy
- Teaching and Learning Policy
- Health and safety policy
- Inclusion Policy
- Behaviour management
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|------------------|--|---------------------|--------------------|-----------------------------|
| Corridor access | | | | |
| Parking bays | 2 x disable parking bays are clearly marked. | None | | |
| Entrances | Main Entrance is double doors, with a key entry system. Bell is at a height accessibly for wheelchair users. | None | | |
| Ramps | Ramp entrances are situated at various locations around the school to enable access. | Not at this time | | |
| Toilets | Disabled toilet and shower facility. | none | | |
| Reception area | | | | |
| Internal signage | Signage supports movement around school. | Not at this time | | |

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| | All doors are labelled to ensure users know what the room is used for. | | | |
| Emergency escape routes | All staff know the emergency escape routes (see emergency evacuation plan) | Not at this time | | |