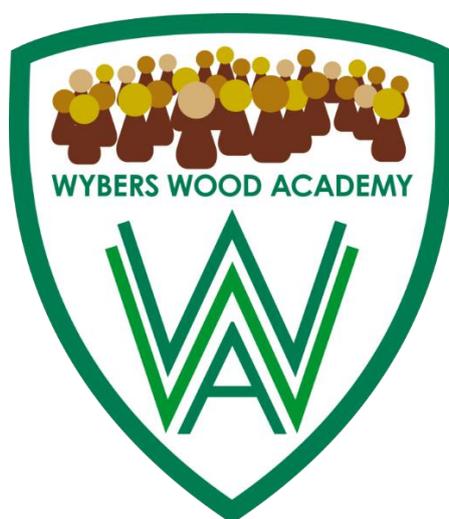


**Wybers Wood Academy**

**Accessibility Policy  
& Plan**

**November 2017**



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## Statement of intent

Wybers Wood Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Signed by:

\_\_\_\_\_

Chair of Education  
Advisory Board (EAB)

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

\_\_\_\_\_

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

## **1. Legal framework**

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy
- Admissions Policy
- Behaviour Policy
- First Aid Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan

## **2. Definition**

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

### **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Principal, in conjunction with the EAB, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Principal and EAB will be responsible for monitoring the Accessibility Plan.
- 3.4. The Principal and EAB will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The Principal will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at Wybers Wood Academy, the Vice-Principal, Learning Mentors and class teacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The Principal, governing body and senior leadership team (SLT) will work closely with Delta and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The special educational needs and disabilities coordinator (SENDCO) will work closely with the Principal and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

## 4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

4.3. Wybers Wood Academy's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

4.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in July 2020.

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.10. Wybers Wood Academy will collaborate with the LA in order to effectively develop and implement the plan.

4.11. An access audit will be undertaken by the governing body and SENCO every year.

4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. Wybers Wood Academy strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. Wybers Wood Academy is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.6. Wybers Wood Academy will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. Wybers Wood Academy will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. Wybers Wood Academy will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.

- 6.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

## **7. Curriculum**

- 7.1. Wybers Wood Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. Wybers Wood Academy aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The staff and the SENCO will work together to adapt a pupil's personal learning plan (PLP) with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports', risk assessment, medical form
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

## **8. Physical environment**

- 8.1. Wybers Wood Academy is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of Wybers Wood Academy to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There will be provision made for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The governing body and Principal will review the policy in collaboration with the SENCO's support.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

## **10. Accessibility Plan**

See Appendix A

An Accessibility Plan for 2017-20 has been created. This will be reviewed in September 2018

Governing bodies must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers. A grid, like the one below, should be completed for each aspect of school life, such as the curriculum, physical environment and information provision.

## 11. Accessibility Plan Wybers Wood Academy 2017-2018

	Issue	What?	Who?	When?	Outcome criteria	Review
Short term	Staff will be aware of all pupils with accessibility issues	Ensure all staff can access an up to date list of children with disability issues. Provide all staff with a risk assessment outlining what a pupil can or can't do as required.	SENDCo/ SBM/ Senior Learning Mentor  (for short term issues such as broken bones)	As new issues arise	Pupil will be supported and planned for	September 2018
	Written information will be available to pupils with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments)	Class teacher  EHV staff	Requires updates whenever required	Curriculum will be accessible	September 2018

		and install window blinds				
	Ensure all entrances and exits to school are clearly marked and uncluttered, to allow wheelchair access	Caretaker to check this and report issues as they occur	Caretaker/ SBM/SLT	Daily	Site will be accessible to all	September 2018
	Designated disabled bays in the parking area are used by blue badge holders and those with permission due to mobility issues only	Up to date list of those entitled to use disabled bays is maintained in the office, caretaker to check car registrations against records	Caretaker, office staff, SBM	List will be added to when needed and names removed as soon as no longer required. The SBM/ Caretaker are responsible for ensuring this list is up to date. Any issues should be reported to the SBM/Caretaker	Site will be accessible to all	September 2018
<b>Medium term</b>	Ramps for wheel chairs are easily accessible when required	Location of ramp to be known to all ( located in the store near the kitchen)	SENDCo/ staff	Information to be disseminated via email reminder and	Site will be accessible to all	September 2018

				then through prompts via office staff		
	EHV staff to assess site for accessibility for visually impaired pupil including physical environment and curriculum access	EHV staff to assess and support school's accessibility for visually impaired pupil to ensure ease of access is maintained at current level	SENDCo/EHV staff/ SLT/Class teacher	In July/September each year as pupils move into new classrooms	Visually impaired student will be able to access all aspects of school life	September 2018
	Nappy changing facilities are sometimes required	School will offer a changing mat to be kept in the conservatory should it be required.	SENDCo	Access at all times	Nappy changing mat will be available if required.	September 2018
<b>Long term</b>	School to audit surfaces around school and replace slabs when required		SENDCo/ SBM/Caretaker	July 2018	Access around the building will be further improved	September 2018