Windsor Academy Trust

Great Wyrley Academy

Accessibility Policy (and Plan)	
Responsible Committee:	Windsor Academy Trust, Board of Directors
Date revised by Board of Directors:	12 December 2019
Next review date:	December 2022

Accessibility Policy (and Plan)

1. Introduction

1.1 The Accessibility Policy is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy must be reviewed every three years.

1.2 WAT aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1.3 Windsor Academy Trust (WAT) is committed to:-

- Providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. Providing learning environments that enable full curriculum access that values and includes all pupils/students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

- Taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Trust.

- Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.

1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. The Local Advisory Body (LAB) will monitor each academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will ensure compliance with that duty.

1.5 This policy has been developed in consultation with our individual academies, staff, Members and Directors.

2. Legislation and guidance

2.1 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.

2.2 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.

2.3   Academies are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.4   This policy complies with our funding agreement and articles of association.

3.   Purpose of the Accessibility Plan

3.1   Each academy is required to develop an Accessibility Plan that has been approved by the LAB. The purpose of the Accessibility Plan is to:

- Increase the extent to which disabled pupils/students can participate in the curriculum.

- Improve the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to disabled pupils/students.

3.2   The Accessibility Plan will be used to inform other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

3.3   WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:

- Increase access to the curriculum for pupils/students with a disability, expanding the **curriculum** as necessary to ensure that pupils/students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils/students in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of **written information** to pupils/students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

## 4.	Links with other policies

4.1	This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils/Students with Medical Conditions Policy

## 5.	Monitoring arrangements

5.1	This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The academy's Accessibility Plan will be approved and monitored by the Local Advisory Body (LAB).

Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your academy's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils/students with a disability	*Our academy offers a differentiated curriculum for all pupils/students. We use resources tailored to the needs of pupils/students who require support to access the curriculum.*	Medium	Review	JSU/KMO	July 2020	A review of the curriculum has been conducted and its suitability and differentiation assessed.
	Curriculum resources include examples of people with disabilities.	Short	All FD's to be directed that this should be done in resources they make and refer to	JSU/KMO	April 2020	Faculty directors aware and evidence provided this is being implemented via QA
	Curriculum progress is tracked for all pupils/students, including those with a disability.	Short	SEND data analysed as it is for faculties at each data entry point	JSU/ALO	April 2020	Data analysis report done for SEND students completed at each data entry point

	Targets are set effectively and are appropriate for pupils/students with additional needs.					
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *lifts* • *Corridor width* • *Disabled parking bays* • *Disabled toilets* • *Library shelves at wheelchair-accessible height*	Long	Develop sports changing facilities to have a better quipped and prepared area specially for student with more severe physical disabilities	IMO	Dec 2020	Plans drawn up to facilitate this being built. Plan of when the work will be taking place.
Improve the delivery of information to pupils with a disability	*Our academy uses a range of communication methods to ensure information is accessible to all including students, parents, carers and visitors subject to sufficient timeframes being allowed. This includes:* • *Internal signage* • *Large print resources* • *Braille Pictorial or symbolic representations*	Short	Training for staff on how to use LAN school for showing resources on VI laptop	SENCO	April 2020	All staff sent a how to guide on using LAN school specially for VI students.