Accessibility Policy and Plan

Approved by:	Board of Directors	**Date:**	11.11.21
Last reviewed on:	05.07.19		
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SOUTH ESSEX ACADEMY TRUST
collaboration challenge perseverance innovation

Contents

1. Aims 2
2. Legislation and guidance 2
3. Education and Related Activities 3
4. Provision of Information 3
5. Physical Environment 3
6. Monitoring Arrangements 3
7. Links with other policies 3
8. Action plan 4
Appendix 1: Accessibility audit 6

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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.

Compliance with the Equality Act is consistent with the school's aims and Equal Opportunities Policy, and the operation of the school's SEN policy. Winter Gardens Academy recognises it's duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- not to treat disabled pupils less favorably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

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

3. Education and Related Activities

Winter Gardens Academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

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 and will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Winter Gardens Academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

4. Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested by parents/carers.

5. Physical Environment

Winter Gardens Academy will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments, i.e. making reasonable adjustments and also when planning and undertaking future improvements related to refurbishment of the site and premises.

6. 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 the Board of Directors.

7. Links with other policies

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

- Risk assessments
- Health and Safety policy
- Equality policy
- Special educational needs (SEN) & Disabilities policy
- Supporting pupils with medical conditions policy
- Safeguarding and Child Protection

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.

8. Action plan

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

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 with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. For example: the use of individual workstations The curriculum is reviewed regularly to ensure it meets the needs of all pupils.	Review 'One Plans' and Care Plans for SEND pupils each term (M) Create a progression of skills which meet the needs of all pupils; adapting as necessary for those with disabilities (L)	SENCo to assist staff in the review and writing of One Plans DHT to liaise with subject leaders creating progression of skills within each subject area	AHT/SENCo DHT/Curriculum Lead	Ongoing – Termly July 2021	School identifies needs of its community so it can plan accordingly. Staff aware of SEND duties. Through One Plan process, all stakeholders have an opportunity to contribute to improving school accessibility
	Curriculum resources include examples of people with disabilities.	Create a bank of books and resources (M)	English SL and AHT/SENCo to liaise with each other, audit and purchase suitable resources	English Lead/AHT/SENCo	July 2021	All staff collaborate to use shared expertise to ensure progress of all pupils at Bardfield.
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Half termly Pupil Progress Meetings to take place with specific focus on SEND (S)	AHT/SENCo to ensure that the SEND register is up to date and accessible for CTs and their line managers. Meet half termly with CT's re SND pupils	AHT/SENCo	Oct Dec Feb Apr May July	

Improve and maintain access to the physical environment	Adaptations to the environment are maintained, updated and/or changed to ensure the needs of pupils are met. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To ensure that school site is suitable and accessible	Termly H & S and Site walk with HT and Site Manager to identify works/adaptations required (S)	HT/Site Manager	Termly	Site walks and One Planning process will include identifying access issues and action adaptations accordingly.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Ensure all staff are aware of resources and alternative communications and how to access these	AHT/SENCo and Computing Lead to disseminate information to staff and support as and when necessary	AHT/SENCo & Computing Lead	Ongoing	All staff aware of SEND duties and use a range of resources and communication methods.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey	To be kept clear and accessible to all	SLT	ongoing
Corridor access	All Corridors	To be kept clear and accessible for all at all times. Remove any obstacles or restrictions (e.g. equipment, coats etc)	All Staff	ongoing
Parking bays	1 bay in carpark near entrance to building	To be clearly signposted and kept available for disabled persons	Office Staff	ongoing
Entrances	Office, KS1 area and KS2 area	To be kept clear and accessible to all	All Staff	ongoing
Ramps	Main car park, Year 1 bay	To be kept clear and accessible to all	All Staff	ongoing
Toilets	Staff toilets x4, disabled toilet, KS1 children's toilets x4, KS2 children's toilets x2. Pre-school staff and children's, LVH disabled, children's x2.	To be kept clear and accessible to all	All Staff	ongoing
Reception area	Located in KS2 area off of front car park.	To be kept clear and accessible to all	All Staff	ongoing
Internal signage	All Around the School	All signage to have PECS symbol attached	SENCO	October 18?

Emergency escape routes	As allocated on fire map	To be kept clear and accessible to all	All Staff	ongoing