



## Windsor Academy Trust

<b>Accessibility Policy (and Plan)</b>	
<b>Responsible Committee:</b>	People and Culture Committee
<b>Date approved by the Board of Directors:</b>	8 December 2022
<b>Implementation date:</b>	December 2022
<b>Next review date:</b>	December 2025

# Accessibility Policy (and Plan)

## 1. Introduction

- 1.1 The Accessibility policy/plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy/plan 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 school's 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 and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case by case basis.
  - Improve the accessibility of **written information** to 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).

### **Local Arrangements:**

#### **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. 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 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 and works as part of The Windsor Academy Multiacademy trust.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 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. Action Plan

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	Curriculum progress is tracked for all pupils, including those with a disability	Student information is up to date and forms a key part of the planning and assessing process for all staff	Review every term	Class teachers and SENDCO	Updated every term	Pupils with SEN are included in their learning of the curriculum. Student Information is accessible for all staff (e.g. One Page Profiles) highlighted to support the needs of individual children.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Incorporate Quality First teaching into all planning	Review at each data point in PPM meetings	Class teachers and SENDCO	Updated every term	Improved access to curriculum for all pupils
	Monitor how well pupils with disabilities are achieving academically and socially. Targets are set effectively and are appropriate for pupils with additional needs	Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans (e.g. IEP/EHCP Outcomes), as appropriate	Review impact of interventions at timely intervals through regular assessment and track progress of pupils	Class teachers, Teaching Assistants and SENDCO	Updated every term	Systems in place monitoring academic and social progression and differentiation.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	All new staff to be aware of plan through induction		All staff	Updated every term	Parents/carers are involved in the process and feel informed of their children's progress.

	<p>Use a combination of learning walks, book scrutinies and assessments to record &amp; analyse extra SEN data</p> <p>Promote positive attitudes towards pupils and all others with disabilities</p>	<p>Adapt curriculum if needed for children with SEN. e.g. some children have interventions or differentiated work. Consolidate the new system for Tracking Progress of all SEN children</p> <p>Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups</p>	<p>Invite speakers of different abilities into school to support pupil's awareness.</p>		Ongoing	<p>All children make progress from their starting point. Increased pupil participation. Improved access to curriculum for all pupils</p> <p>Create individual support for children, monitor achievements of SEN, evaluate support &amp; interventions, adapt to children's needs &amp; ensure SEN children make progress. Pupils are demonstrating that they understand and have a positive attitude towards disability</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. Access to school buildings and site can meet diverse pupils needs</p> <p>Clear signs around school premises and within school building</p> <p>Disabled toilets (Accessible)</p>	<p>Keep under review and adapt as necessary</p> <p>Maintain access to accessible toilets for staff and pupils.</p> <p>Keep under review and continue to audit</p>	<p>Risk assessments and health and safety audits are completed</p>	<p>Estates Team/ Headteacher</p> <p>Estates Team/ Headteacher</p> <p>Estates Team/ Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Access to school buildings and site meet the needs of the school community. Where it can be reasonably achieved, the school building continues to be accessible for all.</p> <p>Pupils and adults have access to a disabled</p>

	<p>accessible for adults and pupils</p> <p>Decoration and alterations to the school are regularly carried out to maintain high standards</p>	<p>disabled toilets as necessary</p> <p>School is clean and safe for all of the school community.</p>		Estates Team/ Headteacher	Ongoing	<p>toilet with adequate fixtures/fittings</p> <p>The school is maintained to a good standard</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources if requested</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Provide information and letters in clear print in “simple” English</p> <p>School website and all documents accessible via the school website can be accessed by all school community users</p>	<p>Provide information and letters in clear print in “simple” English</p> <p>School office will support and help parents to access information and complete school forms if necessary</p> <p>Ensure website and all documents accessible via the school website can be accessed by all.</p> <p>Access to translators, sign language</p>	As required	<p>Office/ Staff</p> <p>MW/SLT</p>	Ongoing	Parents/Carers to feel welcome in the school (when no Covid restrictions are in place)



	Provide information in other languages for pupils or prospective	interpreters to be considered and offered if appropriate.				
--	--	---	--	--	--	--

#### 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 the Headteacher and Local Advisory Board

#### 5. Links with other policies

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

- Risk assessment policy
- Equality policy
- 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
Number of storeys	One storey building	None – Good access to all areas	JG/Headteacher	Ongoing
Corridor access	Wide corridors available	None – Corridors are sufficient	JG/Headteacher	Ongoing
Parking bays	Disabled parking bays painted	Maintain access to the disabled parking bay	JG/Headteacher	Review Termly
Entrances	Double Doors/ Automatic doors allow access to wheelchairs.	Ensure doors are in good working order	JG/Headteacher	Ongoing
Ramps	N/A	Review as required	JG/Headteacher	Review Annually
Toilets	Eight accessible toilets which are suitable for wheelchair user	Maintain good access	JG/Headteacher	Ongoing
Reception area	Automatic, wider doors to allow ease of access	Maintain good access	JG	Ongoing

Internal signage	Internal signage is sufficient	Add or adjust signage as required for new staff or pupils	JG	Ongoing
Emergency escape routes	Fire exits	Fire exits are used during fire alarm practices termly	JG/Headteacher	Reviewed termly