

Wincobank Academy

Accessibility plan

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Responsible committee	
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Target Audience	Trustees, Staff, Parents
Related Documents	
Referenced	Equality Act 2010

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1. Aims

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

Explain your Academy's principles and values which relate to equality and inclusion here.

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

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

Insert information relating to any local authority, trust or federation procedures here.

Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academy, 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 *[include as appropriate: pupils, parents, staff and governors of the Academy]*.

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 academy's 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.

Academies 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

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 <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
Increase access to the curriculum for pupils with a disability	<p><i>Our Academy 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.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Short</p> <p>Introduce Birmingham tool kit as a resource for setting appropriate for pupils with additional needs.</p> <p>Medium</p> <p>Increase staff skills and strategies for supporting pupils with medical conditions to access the full curriculum including diabetes, asthma, cerebral palsy and cystic fibrosis.</p>	<p>Further CPD for staff around use of tool kit.</p> <p>CPD for staff – sharing of successful strategies used by colleagues in the trust</p> <p>Specific training from NHS for specific cases</p> <p>My plans written with staff</p>	<p>Tracy O'Malley</p> <p>Tracy O'Malley</p>	<p>March 20</p> <p>Sept 20</p>	<p>All pupils have suitable individual targets written by class teachers</p> <p>Pupils have access to full curriculum</p> <p>Teachers feel confident to plan for their involvement and know how to make necessary adaptations</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required:</i> <i>A disabled toilet for adults</i> <i>Ramp to Reception playground</i> <i>Wide corridors to most classrooms</i> <i>Wide entrance doors</i> <i>Library shelves at accessible height for disabled children</i></p>	<p>Long term Build a disabled children's toilet on the upper floor Long term Build a ramp to large playground to ensure disabled pupils can play with their peers Medium term Identify adaptations to make school more accessible Long-term Ensure FS2 and lower floor KS1 class room has furniture which is accessible to disabled children Short term Review organization of classes to ensure it reflects needs of children with disabilities in school</p>	<p>Bid for funding Building proposal Permission to work Get Quotes Commission work Engage a specialist to survey school Identify inappropriate furniture Source and purchase disabled friendly furniture at point of renew Review needs of pupils across school Contact parents of new children in April to identify need Plan organization Move furniture/teacher as appropriate</p>	<p>David Allison David Allison Linda Hoyle Tracy O'Malley</p>	<p>2022 2023 Dec 2020 July 2021 July 2020</p>	<p>Disabled pupils can access upper floor classrooms All pupils can access playground School understands what is possible on our difficult site All new furniture is accessible Children with physical disabilities can access PE/Assembly/Dining hall with ease</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our Academy uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Large print resources</i> • <i>Whiteboards used with coloured backgrounds to support dyslexic children</i> • <i>Pictorial or symbolic representations</i> 	<p>Short term</p> <p>Parents with disability's have equal access to school information</p>	<p>Identify any parents who need adapted school information</p> <p>Adapt information sheet to include question relating to adaptations needed by parents</p> <p>Provide large print, voice mail rather than text for parents, read letters/information for parents</p> <p>Research examples of good practice</p>	<p>Linda Hoyle</p>	<p>July 2020</p>	<p>All parents can support their child in their school life</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 [Directors and CEO](#).

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- 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
Number of storeys	Single but on a slope so two sets of stairs and numerous sets of steps actually on four levels main school and four levels in nursery one.	We would need to replace school building to overcome this issue We need to ensure	L Hoyle	
Playgrounds	Main playground up a flight of steps Other main playground on a slope	Construct a ramp to the main playground	D Allison	2023
Corridor access	Wide corridors to majority of rooms			
Lifts	none	No capacity to put in place		
Parking bays	Car park is inaccessible to school because of steps and steep slope	Not possible – organize for parents to drop off and pick up from side of school straight outside lower level which is most accessible - late/early so that other children are not placed at risk	L Hoyle	Immediately for each family this affects

Entrances	Double doors to most entrances but at least one step to majority of doors	Identify entrances which can be made more accessible and adapt Purchase portable ramp	D Allison	July 2020
Ramps	One to access reception playground			
Toilets	One disabled located near 3 of classrooms	Install a upper level disabled toilet	D Allison	2022
Reception area	Small but accessible	Look to develop main school office to be accessible		
Dining Room	Once tables set not easily accessible Very noisy which is difficult for children who are noise sensitive, poor or sight or hearing or physically disabled	Develop a quite dining space at bottom of stairs	L Hoyle	2020
Internal signage	Limited	Install signage so visitors can find their way around our little but confusing school	L Hoyle	Dec 2020
Emergency escape routes	Accessibility considered for each route – these are checked before we place children in a class group	Routes checked annually by fire service to ensure they remain compliant	D Allison	Feb 2020