



Accessibility Plan

Date Last Reviewed: March 2020
Reviewed by: Executive Principal
Approved by: CEO

Wath Academy



The
Maltby Learning Trust

Introduction

This policy and plan is drawn up in accordance with the planning duty in the Equality Act 2010 (which replaces the Disability and Discrimination Act 1995) and has placed the following three key duties on schools:

- Not to treat students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students so they are not at a substantial disadvantage
- To plan to increase access to education for disabled students.

Aims

At Wath Academy, we are committed to ensuring that young people and adults are fully invested in learning. We do this through the inspirational teaching of an inspiring, knowledge rich, curriculum which secures excellent outcomes and positive progression routes for all (no one left behind).

We aim to ensure all children are able to access the curriculum and fulfil their potential. We undertake the steps outlined in this Action Plan to ensure:

- all pupils have access to the school curriculum and school activities
- pupils are supported to achieve their full potential despite any difficulty or disability they may have
- staff are aware of pupils' individual needs and teach in a way that is appropriate for them
- opportunities are provided for pupils to develop confidence, self-esteem and resilience
- we work in partnership with parents/carers, pupils and external agencies
- provision is made for children with SEN to fully develop their abilities, interests and talents.
- special educational needs are identified at the earliest opportunity to ensure early intervention and support
- all children with SEND are fully included in all aspects of school life
- appropriate staff regularly review policy and practice in order to achieve the best outcomes for all our pupils.

Key Objectives

To reduce and eliminate barriers for disabled students to access the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.

To ensure that the needs of disabled staff and parent/carers of students are accommodated in the school environment as far as is reasonably practical.

To increase access to education for students with disabilities in the three areas required by the planning duties (as stated in the Equality Act 2010, schedule 10, paragraph 3):

- Increasing the extent to which SEN and disabled students can participate in the Academy's curriculum
- Improving the physical environment of the Academy in order to increase the extent to which SEN and disabled students are able to take advantage of; education, benefits, facilities and associated services provided or offered by the Academy
- Improving the delivery and availability, to SEN and disabled students, of information which is readily accessible to other students who are not disabled.

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.

(N.B. Students with specific medical needs are also the responsibility of the designated Safeguarding Lead as well as those staff qualified to administer first aid. Accessibility needs are also addressed in this plan.)

Timescale and commitment

The aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and the student.

In line with current legislation, this three-year plan as advised by the Disabilities Discrimination prescribed Times and Periods of Accessibility Strategies and Plans for Schools (England) Regulations 2005. This plan will be kept under review during the period to which it relates and, if necessary, be revised.

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

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

If you have any concerns relating to accessibility in school, please contact us at enquiries@wathacademy.com

<p>SEND students (and students with specific medical needs) can access learning.</p> <p>Curriculum accessible to individual SEND students (and students with specific medical needs.).</p>	<p>Students who are unable to access learning within the classroom or need different provision to mainstream are able to access learning through 'Show My Homework' which allows for teacher/student interaction and feedback. When necessary some students will access learning through specialist providers.</p> <p>All students are monitored closely and have a safe and wellbeing check each half term.</p>	<p>Case-by-case evaluation of whether needs are met.</p> <p>Plans to address barriers where necessary are regularly reviewed especially in light of changing needs.</p> <p>APDR cycles are used to monitor effectiveness of provisions.</p>	<p>SENDCo/DSL/ Assistant SENDCo/ Physical Sensory Coordinator</p>	<p>Term 2</p>	<p>Students who are unable to attend school due to a SEND/disability/medical reason can still access learning.</p>
<p>Academy trips take into account SEND students' needs (and students with specific medical needs).</p>	<p>SEND students identified within trip planning documentation which prompts trip leaders to ensure:</p> <ul style="list-style-type: none"> • Awareness of needs, including those outlined in individuals Health Care Plans (e.g. that require medication administering). • All necessary staff are briefed on requirements (including medical needs), by person responsible for meeting particular need within the Academy. • a separate risk assessment is provided for each trip a PS Team student accesses. 		<p>Trip Planner SENDCo Designated Safeguard lead Qualified First Aider Physical Sensory Coordinator</p>	<p>As each trip is planned</p>	<p>All students within the Academy have the opportunity to access all trips/ extra-curricular activities.</p>
<p>Staff members skilled to support students with Special Educational Needs and Disabilities:</p> <ul style="list-style-type: none"> • Evaluate staff capability to differentiate. • Plan staff training to address need • Evaluate impact 	<ul style="list-style-type: none"> • Analyse learning enquiry data (across Academy subjects, by teacher) • PLD/whole staff training and INSET derived from this data to support staff • PLD and/or SID session with an individual special need focus planned and delivered • INSET provided to staff members to provide bespoke training e.g. coaching foci where need identified 	<ul style="list-style-type: none"> • Evaluate staff implementation of strategies stated on the IEP through QA SEND Subject documentation • Plan staff training to address and evaluate impact. 	<p>SENDCo/ Subject Leads/ AAVP for Teaching and Learning</p>	<p>Termly</p> <p>Responsive to need</p>	<p>Staff attend and are proactive in implementing strategies to support students with SEN/disabilities.</p> <p>Staff have IEP in live files and adapt practice to ensure everyone can access each lesson.</p>

PHYSICAL ENVIRONMENT					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • PSN room with physiotherapy bed and changing facilities • VI office to transfer work into braille • EVAC chairs on top floor. <p>Learning environment of student with visual impairment (henceforth VI) or hearing impairment (henceforth HI) is accessible.</p> <p>Physical environment accessible to individual SEND students (and students with specific medical needs).</p>	<p>The physical environment remains accessible: Awareness of any arising barriers and planning to address them.</p> <p>Audit of physical environment (<i>e.g. stairs, lifts, access to toilets, medical, lighting levels, control of sunlight, ICT, furniture, fire evacuation</i>).</p> <p>Audits and advice from specialists acted upon.</p> <p>Case-by-case evaluation of whether needs are met. Plans to address barriers where necessary which are regularly reviewed, especially in light of changing needs.</p>	<p>Physical Sensory Coordinator</p> <p>HI / VI SENDCo / Assistant SENDCo</p> <p>SENDCo / Assistant SENDCo/relevant agency support</p>	<p>Annually</p>	<p>All students regardless of need or disability can access the site and classrooms.</p>
INFORMATION					
<p>Improve the delivery of information to students with a disability</p>	<p>The Academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>Audit of physical environment/QA of IEPs/Subject Deep Dives</p>	<p>SENDCo/ Subject Leads Site Manager</p>	<p>Annually reviewed</p>	<p>Students are able to easily access learning and have assistance to do so if needed.</p>

<p>Improve the delivery of information to all stakeholders</p>	<p>School information (e.g. written, website) remains accessible: Awareness that the literature presented must be accessible to all in terms of literacy needs.</p>	<p>Parent voice collected throughout the year</p>	<p>SLT</p>	<p>May 2020</p>	<p>Communication sent out to parents/carers takes into consideration the literacy needs it is intended for. Establish two communication systems to ensure all parents are able to access information.</p>
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APPENDIX 1: EQUALITY ACT 2010: SCHEDULE 10, PARAGRAPH 3

Accessibility Plans

(1) The responsible body of a school in England and Wales must prepare:

- a) An accessibility plan; and
- b) Further such plans at such times as may be prescribed.

(2) An accessibility plan is a plan over a prescribed period of 3 years: (The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005)

- a) Increasing the extent to which disabled pupils can participate in the school's curriculum;
- b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3) The delivery in sub-paragraph (2) (c) must be:

- a) Within a reasonable time; and
- b) In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4) An accessibility plan must be in writing.

(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6) The responsible body must implement its accessibility plan.

(7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

(8) A relevant inspection is an inspection under:

- a) Part 1 of the Education Act 2005; or
- b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England)