

Accessibility Plan



Date	September 2023
Written by	D.Wilby
Review Date	September 2024



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School Information

Academy name: Waverley Academy

3-year period covered by the policy: July 21- July 24

Policy agreed (name): L.Stanton, D.Wilby Date: July 2021

Reviewed- July 22, July 23

Policy to be reviewed: July 24

1.Introduction and Legal Framework

- 1.1. It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.
- 1.2. **The Equality Act 2010** defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have Special Educational Needs (SEN), but there is a significant overlap between disabled children and young people and those with SEN.



1.3. The **Equality Act 2010** sets out the legal obligations that academies and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

1.4. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

1.5. School LECCS/Transition Management Boards and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

2. Requirements for an Accessibility Plan

2.1 An accessibility plan is a plan for, over a prescribed period:

- increasing the extent to which disabled children and young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children and young people:
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.

2.2 An accessibility plan must be in writing.



- 2.3 During the period to which the plan relates, the responsible body (LECC or Transition Management Board) must keep its accessibility plan under review and, if necessary, revise it.
- 2.4 It is the duty of the responsible body to implement its accessibility plan (governing bodies / School Transition Management Boards/ LECCS and proprietors).
- 2.5 The Department for Education publishes guidance on what academies, free schools and colleges should publish online – this outlines that academies must publish an accessibility plan, including details of how the school is:
- increasing disabled pupils' ability to participate in the school's curriculum;
 - improving the physical environment of the school so disabled pupils can take better advantage of the education, benefits, facilities and services offered;
 - improving the availability of accessible information for disabled pupils.

The accessibility plan published can either be a freestanding document or part of another document (such as the school development plan).

3.The School Context and Aims

- 3.1 We are part of the Astrea Academy Trust family of schools
<https://astreaacademytrust.org> The school caters for children and young people who age from 3 years to 11 years. The school comprises of one buildings covering a average site, mostly of one storey construction.

In the years 2020-21, (amend as necessary), we had 1 children and young people identified as having a disability under the given definition.

3.2 The School's Aims and Vision

At Waverley Academy, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best, and that they are socially and emotionally ready for academic success. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development.

The vision of the curriculum at Waverley Academy is to give all pupils the knowledge and skills they need to succeed in life. The Waverley Curriculum ethos aims to create a thirst for learning, through first hand experiences and stimulating hooks, that broaden horizons and pushes expected boundaries. Children will leave Waverley Academy successful, with a love of learning that remains with them for their next phase in education.

Waverley Academy aims to provide a curriculum that is broad, balanced, relevant and differentiated to provide for varied abilities. Barriers to learning are removed and we provide suitable learning challenges that respond to diverse needs. This encompasses a variety of exciting, first-hand experiences to enable children to acquire appropriate skills, knowledge and understanding preparing them for today's world. Through the provision of a stimulating environment, children will develop to their full potential academically, socially and physically.



4. Consultative Process

4.1 The priorities for the Accessibility Plan for our school were identified by a planning group that consisted of:

- Principal
- Chair of Governors
- Special Educational Needs Coordinator (SENCO)

4.2 Our accessibility plan has been developed and is implemented as follows:

- Access audit and review of current activities completed.
- Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- Goals and targets set which can be measured & include time frames.
- The Plan's contents checked.
- Publication of the plan.
- Implemented the plan and allocated adequate resources.
- Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

4.3 In addition to this we will:

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children and young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children and young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability;
- examine those parts of our active and extra-curricular activities which may have limited access for children and young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

4.4 The accessibility plan can be accessed on the school website. If you require this in a different format, please enquire with the school's SENCO.

5. Supporting Documentation and Policies

5.1. The accessibility plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Policy and Objectives
- Health & Safety (including off-site safety)
- Inclusion Policy and the school's SEN Information Report.
- Behaviour
- Academy Development Plan
- Complaints Procedure



6. Accessibility Plan

Access Plan for the 3 Year Period:

Name of lead member of staff: Danielle Wilby

Date of Accessibility Plan Review: July 23

Name of Reviewer: Danielle Wilby

1.1. The main priorities in our access plan focus on:

- increasing the extent to which disabled children and young people can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled children and young people can take advantage of education and associated services; and
- improving the delivery to disabled children and young people of information that is provided in writing for those who are not disabled.

4.5 As a school, we will monitor the implementation of the plan and keep under review the accessibility needs of the school.

4.6 Accessibility Plan

5 Increasing access for disabled pupils to the school curriculum

- Improving teaching and learning lies at the heart of the school's work. Through self review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.
- It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Short Term Plan				
Target	Strategy	Time scale	Responsibility	Success Criteria
Positive images of people with different abilities are apparent in the classrooms and the school generally	Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people	Dec. 2021	SENDCO to coordinate	Displays around school with people with disabilities Update images yearly to continuation positive images



To ensure full access to the curriculum for all children.		Sept 2021 23-24 Further CPD scheduled for assessing children using PIVATS and year group indicators.	Class Teachers and TAs	Good, productive use of assessment
	*Differentiated curriculum *Specific equipment sourced from outside agencies (as and when required) Further Assessments used for those pupils who are working below their age related expectation- PIVATS/Engagement Model		SENDCO SLT to monitor QFT to ensure that lessons are planned to meet the needs of all pupils in the class	to track progress
To continue to train Support Staff to enable them to meet the needs of children with a range of SEN	Class Teachers to ensure TAs are aware of the needs of SEN children in their class.	Dec 2021	SENDco Outside Agencies	All SEN children are able to access the curriculum
Medium Term Plan				
School visits are subject to a regular review to ensure increased levels of access or alternative experiences	Teacher's to carry out pre-visits and risk assessments	As and when required	Risk Assessment Leader	All children can access all learning opportunities



Staff training in the production, implementation and review of SEN support plans and monitoring system	Staff to receive bespoke training from SENDco and Inclusion Team in setting and reviewing SMART targets for EHCP	Oct 2021	SENCO to arrange training sessions with Inclusion Team	Staff are confident in setting and reviewing SMART targets for children's SEN support plans
Long Term Plan				
When renewing computer hardware and software, machines and materials are chosen to support vocalising, braille, touch screen and switches.	Meet with ACS (ICT providers) to review ICT equipment and software	Jan 2022	SBM & ICT Leader	All children are able to access ICT equipment and use productively, where required in other areas of the curriculum to support learning
Purchase hearing equipment for classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As/When required	SENDCO	Purchase hearing equipment for classrooms to support hearing impaired

6 Improving access to the physical environment of the school

- Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Short Term Plan				
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Target	Strategy	Time scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual Amenities to be labelled clearly e.g. toilets, first aid room	January 2024	Office Site Manager	Amenities are easily recognised by all vulnerable people
Medium Term Plan				
Improve signage and external access for visually impaired people	*The edge of external steps to be painted yellow *Signs to be made/purchased for visually impaired people *Install signs in the front of each disabled parking bay	October 2021	*Site Manager *Business Manager *Class Teachers	Visually impaired people feel safe in school grounds
To ensure the disability fittings are clear to see in the WC	Toilets to be painted so the fittings and fixtures are in contrast to the walls	July 2022	Site Manager & Business Manager	Visually impaired people are able to safely use the WC
Long Term Plan				
As the needs arise, provide 'humps' graded exits in place of steps	To provide a portable ramp and use as and when necessary	July 2022	Site Manager	Wheel chair users have easy access into the appropriate classroom



7 Improving the delivery of written information to disabled pupils

- This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.
- In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Short Term Plan				
Target	Strategy	Time scale	Responsibility	Success Criteria
*Provide information in other languages for pupils & parents	Access to translators, sign language interpreters Information to be available in different language formats	*Translators (as and when required) July 2022 Use of class dojo for translation as much as possible.	SENDco Principal	Confidence of children & parents to access their child's education
Medium Term Plan				
Ensure disabled parents have every opportunity to be involved	*Offer a telephone call to explain letters home for some parents who need this School office will support and help parents to access information and complete school forms	As and when required	FSW & office staff	Parents/carers are aware of what is happening in school and are able to complete any paperwork



To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written information	Termly	Class teachers	Parents are informed of children's targets and progress
Long Term Plan				
Ensure disabled parents have every opportunity to be involved	Parent questionnaire to ascertain which parents would need support for translations, phone calls, alternative arrangements for parents evenings	May 2022 questionnaire to be placed in parent packs	* (FSW)	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection

7.Accessibility Plan Checking Tool

7.1 When a new Accessibility Plan is formulated (every 3 years), the following check will be completed prior to publication.

Period of plan being checked: July 2021, July 2022, July 2023

Date the check was completed: July 2021, July 2022, July 2023

Name of lead member of staff: D.Wilby/L.Stanton

7.2 Review Checklist

Does the plan cover the following?	Yes/No	Comments
Access to the Curriculum	Y	
Access to the Physical Environment	Y	
Auxiliary aids and services	Y	None in school presently
Teaching and learning practices	Y	
Staff training	Y	



Culture and ethos	Y	
Provision of written information	Y	
Are there targets that are:		
Short term;	Y	
Medium term;	Y	
Long term?	Y	
Are there clear strategies to ensure targets fulfilled?	Y	
Are there clear outcomes linked to the targets?	Y	
Is there a realistic time frame?	Y	
Are there indications as the resourcing of the plan?	Y	

7.3 Recommendations as a result of the checking and review process

Insert any recommendations made as a result of the Accessibility Plan checking exercise.

To be monitored: December 2023

8 Monitoring

8.1 The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the TMB/LECC on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The TMB/LECC reviews this policy every three years. The TMB/LECC members may, however, review the policy earlier than this if the government introduces new regulations, or if the TMB/LECC receives recommendations on how the policy might be improved.

Signed: _____

Principal

Date: _____

Signed: _____

Chair of TMB/LECC

Date: _____

