

Washingborough Academy



ACCESSIBILITY PLAN 2018-2020

1. Starting points

The purpose and direction of the school's plan: vision and values

Washingborough Academy has the highest ambitions for its disabled pupils and expects them to participate fully in all aspects of school life. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Washingborough Academy makes all children feel welcome irrespective of race, colour, creed or impairment.

2. Practices in place.

- The school has a small number of disabled pupils, with diverse needs. The nature of these disabilities does vary but has included Cerebral Palsy, Dyspraxia, ADHD, learning difficulties, Autism and emotional and behavioural difficulties.
- The school is single storey but on a split level. There are a number of steps between areas, but there is wheelchair access available, including a portable ramp. When planning for building work, access for disabled pupils is always a consideration. Curriculum access is considered at planning stages by teachers and is included in support plans.
- Most internal doors enable wheelchair access.
- Disabled toilet areas are available, with a hoist.
- Levels of absence among disabled pupils are in line with the rest of the school's population. Disabled pupils take part in all aspects of school life: taking roles in school productions, after school clubs, team sports, choir, school council, visits and residential. We ensure that they can participate in every activity, through careful planning and risk assessments.
- Access to information is planned: for example, dyslexic pupils will have longer to write things down or use of a computer. Text size and font colour is monitored to ensure maximum access for visually impaired children using appropriate strategies where appropriate
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.
- Other school practices, like Assessment for Learning encourage mutual support and partnerships between children.

- Outcomes for disabled pupils are good. Children make expected or better progress over time.
- Disabled pupils participate fully in extra curricular activities and achieve well, singing in musical festivals, gaining sporting awards and representing the school in varied activities.
- Appropriate deployment of support staff to connect disabled pupils to the curriculum is made to develop independence and promote social interaction.
- High quality teaching for all to improve disabled pupils' access to the curriculum, including the use of teaching approaches that promote positive pupil interaction.
- Staff have had appropriate professional development to create inclusive classroom practices and to support specific disability issues.

3. The main priorities in the school's plan

3.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Consider access to the main reception for wheelchairs.
- Look at improving access to all areas of the school for wheelchairs.

3.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Should the need arise the school is able to record information for pupils with visual impairments or learning difficulties and can provide pictures or symbols for pupils with communication difficulties.
- Parents and pupils will be consulted to determine preferences – this may take place at support plan reviews, during parent teacher consultations or informal meetings.
- The school will use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents are able to access information via the school website, so will have the option to increase font size themselves.

4. Making it happen

4.1 Management and coordination:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- The Access Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the plan through the Headteacher's report, governor visits and the SEN Governor who meets regularly with the SENCO.
- The plan will be evaluated yearly, informed by discussions with disabled pupils, staff and parents and analysis of data on progress and attainment of disabled pupils.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights.
- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching disabled children, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of disabled pupils in school life.
- The Governing Body will report to parents on the school's accessibility plan via the School Website.

5. Getting hold of the school's plan:

- Copies of the school's accessibility plan are available through the school office
- Parents, staff and the wider community will also be able to access the plan via the school's website and Learning Platform
- In accordance with guidance this plan has a readability level of 12 years.