



# Accessibility Policy

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## 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.

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.

The plan will be made 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 Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Washingborough Academy is committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity.

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

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 pupils, parents, staff and governors of the school.

## **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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Short Term To liaise with Nursery providers to review admissions before start of academic year	To identify pupils who may need additional provision before starting school	FS Leader / SENDCO	Sept of each academic year	Appropriate resources/procedures in place
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENDCO	Ongoing	Policies reviewed to ensure curriculum meets needs of pupils
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers at school	Headteacher SLT	Ongoing	Engagement and involvement
		To ensure full access to	To review curriculum,	Headteacher, SLT	Ongoing	To respond to

		the curriculum for all children	resources, training of teachers and support staff			curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		Medium Term To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.	SENDCO	Annual	Annual report to indicate progress
		To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENDCO HT	Ongoing	Variety of planned activities that reflect needs of the pupils
		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body	Ongoing	Curriculum reflects needs and abilities of all pupils
Improve and maintain access to the physical environment	The environment is adapted to the needs of the pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> </ul>	Long Term Ensure that new building works comply with regulations.	Evaluate accessibility plan. Modify/adapt accordingly	HT Governing Body	Ongoing	

	<ul style="list-style-type: none"> <li>Resources available at wheelchair accessible height</li> <li>Ceiling track hoist available if required</li> </ul>					
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</li> <li>Pictorial or symbolic representations</li> <li>Use of speech to text software</li> </ul>	<p>Long Term</p> <p>Continue to develop a bank of resources to support the different needs of current children</p>	<p>KS Teams to identify particular needs within their classes and any resources that might be required</p>	<p>Classteachers SLT</p>	<p>Ongoing</p>	<p>Children have the resources needed to support their development</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 the Governing Body.

#### **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

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				