

Accessibility Policy

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Welbourne Primary Academy Accessibility Plan – 2023 to 2026

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1. Vision Statement

Under the Equality Act 2010, academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “academies cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for academies. The Plan must be reviewed every three years and approved by the Governing Body. At Welbourne Primary Academy the Plan is the responsibility of the Academy Committee and will be monitored by the Headteacher. The current Plan will be appended to this document.

At Welbourne Primary Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Welbourne Primary Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations between staff and governors of the academy. The document will be used to advise other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the academy's Equality Objectives, and will similarly be published on the academy website.

We understand that the Local Authority will monitor the academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Welbourne Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

The Welbourne Primary Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the academy within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the academy such as participation in after-academy clubs, leisure and cultural activities or academy's visits;
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary and includes improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable timeframe.

The Welbourne Primary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan

in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the academy website.

The Accessibility Plan will be monitored through the Academy Committee.

The academy will work in partnership with the Local Authority and the Academy trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the academy, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

4. Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-academy clubs for pupils with physical impairments, academy trips for pupils with medical needs.

There are very few parts of the academy to which disabled pupils have limited or no access at the time of writing this plan.

5. Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack

of role models or images of disabled people, in effect, all the academy's policies and procedures.

6. Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.

Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

7. Access Audit

The academy is a one storey building with wide corridors and several access points from outside.

On-site car parking for staff and visitors includes three dedicated disabled parking bays. All entrances to the academy are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There are disabled toilet facilities available. All these are fitted with a handrail.

The academy has internal emergency signage and escape routes are clearly marked.

8. Management, coordination and implementation

The Academy will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will continue to work closely with the Local Authority to improve all aspects of accessibility at Welbourne Primary.

Target	Tasks	Timescale	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment				
Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment	Develop an indoor lunch club with variety of activities such as craft/technology to support pupils with emotional and behavioural difficulties; Provide outdoor quiet spaces in the playground		HT, academy council, lunch staff, TAs, Home/school liaison officer	Children are happy and engaged in purposeful activities during lunchtime
Flexibility to move or reorganise the year group classrooms to meet a child's needs	Review and implement a movement of the year group classrooms to support the learning of a disabled child.	Ongoing as appropriate	SLT, SENCO	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
Monitor the physical environment to identify areas that may require attention	Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant areas Ensure the dropped kerbs are easily accessible when required.	Ongoing	Academy Business Manager, Caretakers, all staff	Premises are safe and accessible to whole academy community;
Access to Curriculum (Learning and Social)				

Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables	Ongoing	Class teachers, support staff	Children make good progress and meet their targets
Support to meet individual's needs when taking part in lessons, taking tests etc., will be provided as and when required.	Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required	Ongoing	Class teachers, support staff	Children achieve well in accordance with their ability
Organise classrooms to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students	Ongoing	Class teachers, support staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
Access to Information				
Written material for pupils available in alternative formats	Reduced/ simplified amounts of text, larger print size; use of a reader where appropriate	Ongoing	Class teachers, support staff	All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes