



Windsor Academy Trust
Colley Lane Primary Academy

Accessibility Policy (and Plan)

| | |
|--|--|
| Accessibility Policy (and Plan) | |
| Responsible Committee: | Windsor Academy Trust, Board of Directors |
| Date revised by Board of Directors: | 12 December 2019 |
| Next review date: | December 2022 |

Accessibility Policy (and Plan)

1. Introduction

1.1 The Accessibility Policy is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy must be reviewed every three years.

1.2 WAT aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1.3 Windsor Academy Trust (WAT) is committed to:-

- Providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. Providing learning environments that enable full curriculum access that values and includes all pupils/students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- 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 Trust.
- Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.

1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. The Local Advisory Body (LAB) will monitor each academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will ensure compliance with that duty.

1.5 This policy has been developed in consultation with our individual academies, staff, Members and Directors.

2. Legislation and guidance

2.1 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.

2.2 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.

- 2.3 Academies are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.4 This policy complies with our funding agreement and articles of association.

3. Purpose of the Accessibility Plan

- 3.1 Each academy is required to develop an Accessibility Plan that has been approved by the LAB. The purpose of the Accessibility Plan is to:
- Increase the extent to which disabled pupils/students can participate in the curriculum.
 - Improve the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled pupils/students.
- 3.2 The Accessibility Plan will be used to inform 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.
- 3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:
- Increase access to the curriculum for pupils/students with a disability, expanding the **curriculum** as necessary to ensure that pupils/students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils/students in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of **written information** to pupils/students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Links with other policies

4.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils/Students with Medical Conditions Policy

5. Monitoring arrangements

5.1 This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The academy's Accessibility Plan will be approved and monitored by the Local Advisory Body (LAB).



Colley Lane Primary Academy Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your academy's context.

| 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/students with a disability | <ul style="list-style-type: none"> CLPA offers a differentiated curriculum for all pupils. All lessons, educational visits, learning experiences and after school clubs are accessible to all irrespective of attainment or impairment. Expectations are high and all pupils are made welcome and valued We use and provide resources tailored to the needs of pupils who require support to access the curriculum. | <p>To ensure that all policies reflect inclusive practice and procedure and comply with Equality Act 2010</p> <p>To establish and maintain relationships with parents</p> <p>To establish and maintain close liaison with outside agencies</p> | <p>Review and revise all policies on a rolling programme</p> <p>To ensure clear collaboration with parents and teachers when providing additional and different provision</p> <p>Clear collaboration between all stakeholders and advice from outside</p> | <p>SLT</p> <p>SENco/teaching staff</p> <p>SENCo</p> | | <p>All policies to clearly reflect an inclusive practice</p> <p>Clear collaborative approaches through meetings</p> |

| | | | | | | |
|--|---|--|---|-----------------------------------|--|---|
| | <ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities where possible. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils • Teachers work collaboratively with the SENCo to ensure that barriers to learning and participation are identified and eliminated. • Teachers have a good understanding of how disabilities can effect learning and ensure their planning and delivery of lessons is inclusive, varied and differentiated to meet the needs of all learners | <p>Termly pupil progress meetings to include a specific meeting to discuss pupils with SEN</p> <p>To address underachievement through a layered approach to intervention</p> | <p>agencies is implemented to ensure all pupils needs are met</p> <p>Release time for teachers to discuss pupils</p> <p>Interventions programmes to be instigated to support pupils progress if they are in danger of falling behind. Support to be scaffolded depending on the need of the pupil</p> | <p>SLT/SENco</p> <p>SLT/SENco</p> | | <p>Progress of individuals are assessed, monitored and acted on accordingly</p> <p>Interventions to be tracked carefully and reviewed. Appropriate action to be taken after they have been reviewed</p> |
|--|---|--|---|-----------------------------------|--|---|

| | | | | | |
|--|---|---|--|----------------------------|--|
| <p>Improve and maintain access to the physical environment</p> | <p>All areas of CLPA are accessible to all pupils and have been adapted where necessary.</p> <p>The environment is adapted to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Lift access to the first floor • Corridor width is easily accessible for wheelchair use • Designated disabled parking bays on the school car park • Disabled toilets fitted with a handrail and emergency pull cord • Care suite fitted with toilet, hoists, electronic care bed and a shower • Evac chairs are fitted at the top of each stair well • Personal Emergency Evacuation Plans (PEEPs) are in place for identified pupils | <p>CLPA will take into account the needs of pupils with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises.</p> | <p>Pupils needs are regularly reviewed and discussed at monthly MITIE meetings</p> | <p>SLT/SENco/MITIE/WAT</p> | <p>Refurbishments are sympathetic to the needs of the pupils and accessibility of the site is maintained and improved.</p> |
|--|---|---|--|----------------------------|--|

| | | | | | | |
|--|--|---|---|---|--|---|
| | <ul style="list-style-type: none"> Risk assessments are in place for all identified pupils | | | | | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>CLPA uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal emergency signage and escape routes are clearly marked CLPA has a clear complaints procedure and an open door policy to ensure issues are dealt with promptly Parent mail is accessible through a variety of media, including email, text message service and through the website | <p>To improve written information for parents and visitors</p> <p>Ensure that reasonable adjustments are made for parents with a disability, medical condition in order for them to fully support their child's education</p> | <p>To create and offer information in alternative formats i.e. braille/ large print</p> <p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments</p> | <p>SLT/admin staff</p> <p>SLT/SENco</p> | | <p>Evidence of alternative written forms of communication</p> <p>Evidence that appropriate adjustments have been made so that parents can support their child</p> |