



THE WELLS ACADEMY

Accessibility Plan

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Accessibility Plan 2022-2023

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by DfES in July 2002.

This Plan has been written in consultation with the Greenwood Academies Trust, pupils, parents, staff, and Academy Advisory Council members and covers the period from September 2022- September 2023. It is to be reviewed every 3 years by the Principal and the governing body

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995: "A person has a disability 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 carry out normal day to day activities."

Key Objectives of the Accessibility Plan

The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff, and visitors to all our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:

- a) to increase the extent to which disabled students can participate in the school curriculum.
- b) to improve the physical environment of The Wells Academy to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services.
- c) to improve communication to students and parents/carers.

Principles

- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001)
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled students less favourably.

- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
 - To publish an Accessibility Plan.
- The school recognises and values parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality. (General School Policy and SEN policy).
 - The school provides all students with a broad and balanced curriculum, adapted, and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum. (Curriculum Policy/Development Plan/SEN Policy).
- o Setting suitable learning challenges
 - o Responding to students' diverse learning needs
 - o Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities which The Wells Academy undertakes, and is planning to undertake, to achieve the key objectives (above).

A Increasing the extent to which disabled students can participate in the school curriculum
We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements.
- Classroom organisation.
- Deployment of auxiliary aids and personnel.
- Information and training for staff.

B Improving the physical environment of the school We see this as attempting to 'increase the extent to which disabled students can take advantage of education and associated services.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools')

C Provision of Information The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested (DfES Guidance 'Accessible Schools')

- Modified examination papers
- Modified resource and support material
- ICT facilities

Related 'The Wells Academy' Policies

The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

- a) SEN and Disability Policy
- b) Admissions Policy
- c) Pupil Behaviour and Exclusions Policy
- d) Every Child Matters
- e) Organisation of Pupil Learning
- f) Education Brief
- g) Academy Improvement Plans
- h) Academy Brochures
- i) Asset Management Plan
- j) Curriculum Policy
- k) Security Policy
- l) L. Health and Safety Policy

Attached are Action Plans, relating to these key aspects of accessibility and the three key objectives. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.

The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team.

The Wells Academy Action Plan 2022-20223

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
Increasing the extent to which disabled students can participate in the school curriculum	Regular review of curriculum to ensure full accessibility	Annually	Removal of barriers to learning and participation.	SLT level – annually
	High expectations of all students	On going	Higher achievement by all. Fewer disaffected and underachieving students.	All staff
	Introduction of specialist courses for targeted students (where appropriate). Year 7 on entry	On going	Students achieve target grades/levels. Classrooms optimally organised for disabled students. Class seating plans in all subjects	As part of the Options programme, consider the needs of the year group
	Individualised KS4 timetables	On going	Students working at their own level and	All Staff
	Classroom organisation (strategies to meet immediate short term needs usually already in place – they have			

	<p>been applied before in similar cases)</p> <p>Personalised Learning & Assessment for Learning</p> <p>Range of Learning and Teaching strategies facilitated by high-quality ICT</p> <p>Deployment of auxiliary aids and personnel (SEN department)</p> <p>Information and training for staff (SEN department + outside agencies)</p> <p>The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools')</p>	<p>On going</p> <p>On going</p> <p>When and where appropriate</p> <p>On going</p>	<p>achieving their targets grades/levels</p> <p>Placement is appropriate</p> <p>Teachers and TAs have the necessary training to teach and support current disabled students.</p>	<p>SENCO</p> <p>SENCO</p>
Improving the physical environment of the school	<p>Install portable hearing loop at reception and sign that a loop is available. Staff to be given training on using the loop.</p> <p>Install reduced height facilities. There is no immediate requirement. However, if pupils who are wheelchair users join the academy reduced height facilities should be provided to ensure full access to the curriculum. Installation of rise and fall sinks for use in science and food technology</p> <p>Further improvements to signs</p> <p>Lift maintained as per lift company's specifications</p>	<p>2022-3</p> <p>2022-3</p> <p>Annually</p> <p>On going</p>	<p>Hearing impaired students are fully included in the school and understand instructions</p> <p>Students in wheelchairs can access all the curriculum safely.</p> <p>Students, staff, and visitors can make their way safely around the site.</p> <p>To meet DDA standards</p>	<p>Site team in liaison with Head Teacher</p> <p>Site team in liaison with Head Teacher.</p> <p>Site team with Head Teacher</p>

	<p>Yellow markings (paint) on all steps (look also at external step nosings)</p> <p>Update to The Wells Academy to meet all DDA requirements</p> <p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible schools.</p>			Site Team with Head Teacher
Provision of Information - Communication	<p>Examination papers – GCSE are modified</p> <p>Resource material is modified</p> <p>Information for visitors with disabilities in writing on arrival</p>	<p>Annually</p> <p>Annually</p> <p>On going</p>	<p>Good links between exams officer and SENCO</p> <p>Staff are following advice and students are receiving modified material</p> <p>Clear information including disabled parking availability, accessible WC provision, a portable induction loop, etc.</p>	<p>Exams Officer and SENCO</p> <p>Exams Officer, HOD's and SENCO</p> <p>Administration team in reception</p>

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.

The Academy Brochure will refer to this Accessibility Plan.

The Academy's Complaints Procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).

The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP.

The Academy will work in partnership with all stakeholders in developing and implementing this plan.

The Plan will be monitored by Ofsted as part of their inspection cycle.

Resources

Equality Act 2010
 DDA (As amended by the SEN and Disability Act 2001)
 SEND Code of Practice (2015)
 Regulatory Reform (fire Safety) Order 2005
 Building Bulletin 104: Area Guidelines for SEND and Alternative Provision
 Building Bulletin 103: Area guidelines for Mainstream Schools
 Building Regulations Approved Document M - Access to and Use of Buildings (2004)
 British Standard BS9999:2008 - Code of practice for fire safety in the design, management, and use of buildings.
 British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.

Gov.Uk Fire Safety Risk Assessment- Escape for Disabled People

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf

LABC Building Regulations in Practice - Accessible Toilets by David Spooner

<http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf>

Signed

Head Teacher _____

Academy Advisory Council/Academy Trust

Appendix 1

ACCESSIBILITY PLAN QUESTIONNAIRE

As part of our drive to continually develop our school and to maintain our statutory duties, we are renewing the school's Accessibility Plan. This allows us to ensure that we are meeting the needs of all who attend and visit The Bridge School. Back in 2018 staff were also consulted via a questionnaire and shared ideas on how access could be improved. Your thoughts and suggestions would also be greatly appreciated now. Please complete the questionnaire below if you feel we could do anything as a school to improve the access provision we offer. Many thanks.

1. Are there any areas around school that could be changed to improve access? This could be

areas inside the school building and/or the wider school site.

2. Are there any other suggestions or comments you would like to make to improve accessibility?

E.g., at specific times of the school day, to the physical environment, signage around school for

pupils, staff, and visitors.

3. We are all really looking forward to welcoming back visitors for larger school events. Are there

any events or times in the school year that need further consideration in terms of accessibility?

4. Are there any other suggestions or comments you would like to make to improve accessibility

for all out our school?