



Accessibility Policy

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Accessibility Policy

The Woodlands Academy recognises that many of its pupils, staff and visitors have individual needs when seeking to make use of the school and facilities. Schools are required to have an accessibility plan, it is a statutory requirement (see DFE's guidance on statutory policies for schools).

Advice from the Department for Education on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED) which replaced previous statutory duties on race, gender and disability.

For the purpose of this policy the term 'disability' has the same meaning as that given in the Disabled and Discrimination Act (DDA), SENDA and the Equality Act 2010:

'A person suffers 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 daily activities.'

(www.Direct.gov.uk/Disability)

Pupils at The Woodlands Academy are all likely to be deemed disabled under the definition.

The plan sets out the proposals of the Governing Body of the Academy to increase access to education for anyone with a disability as outlined in the aims below.

The Academy aims to:

- Increase the extent to which disabled pupils can participate in the Curriculum.
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, facilities provided.
- Improve the availability of accessible information to disabled pupils.
- Review and report on the Plan annually and drawn up / updated every three years.

(see DFE's Statutory advice document , 2014)

Additionally where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage.

The Woodlands Academy has produced the accessibility plan in line with the Equality Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum and that all pupils are appropriately challenged.

Review

The accessibility policy will be reviewed annually and drawn up / updated every three years by The Governing Body. This policy is available in hard copy on request at the school office, in the Staff Handbook and it will be displayed on the school website.

Accessibility Plan

TARGET	ACTION	TIMESCALE	COST	SUCCESS CRITERIA
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan becomes a biannual agenda item at a Finance GB Meeting or H&S Committee meetings.	Agenda items relating to accessibility and costing for these at the GB meetings	Dec Meetings July meetings	Updated at July meeting	Governors have a full awareness of accessibility actions and plans
To ensure that all relevant policies consider the implications of disability access.	Consider during review of policies.	Co ordinators and leaders are made aware of this expectation by Sept 17		Policies reflect current legislation
PHYSICAL ENVIRONMENT				
Toilets	Changes to teaching areas and refurbishment requires a new evaluation of the toilet requirements for the age and ability of those who have moved location	By Jan 18		A medium and long term plan for toilet facilities to be included and costed in the Premises Plan
Flooring	Review of flooring particularly at	May 2017		Identified potential slip areas to be carpeted

	entrances and exits where SEN pupils are most likely to have difficulty			with specialist carpeting
Outdoor Surfaces	Large play areas are not accessible to some students when slightly wet or exposed to very cold damp weather			Have specialists quote for a resurfacing which will allow safe access for all in all weathers
Disabled parking	Consider the availability of disabled parking for visitors to the school			Gather information from visitors re parking requirements

CURRICULUM

To continue to train staff to enable them to meet the needs of a range of SEN learners.	SMT to continuously review the needs of pupils and provide training for all staff needs. To include sensory, PIVATS 5, SCERTS, SRE, Rebound therapy, Clicker 7, P.E.C'S, Autism Awareness, Lego group, Sand Therapy.	Training September 2017 Termly review of progress Moderation to ensure robust evaluation and analysis (see assessment cycle)		Staff to enable all pupils to access the curriculum
To support the learning needs of pupils	Implementation of sensory curriculum for all pupils – see sensory tier framework. Use of SCERTS framework for all pupils.	Fully introduced Sept 16 Monitored by SBk termly Introduced (staff trained by May 17)		Sensory programmes in place to allow access to learning. SCERTS assessments complete for all Social Partner pupils and some

	<p>Develop skills for the hearing impaired and visually impaired through support from the associated services and additional training.</p> <p>Introduction of Clicker 7 software to reduce barrier for writing.</p> <p>Introduction of a new curriculum structure to ensure greater bespoke planning, resourcing and teaching of the different cohorts and needs</p> <p>Music therapy sessions for some pupils (weekly)</p>	<p>Impact reported to SLT and governors Sept 17 (monitored by RL / AC)</p> <p>By June 17</p> <p>Train all staff summer term 2017</p> <p>Planning in place for September 2017</p>	<p>£2,800</p>	<p>Conversation Partners. Transactional Supports in place for all.</p> <p>Additional external support in place to allow access to learning, with additional from own staffing</p> <p>All pupils to have access to Clicker 7 to develop reading and writing. Evidence of this in planning and teaching</p> <p>Classes fall into 3 Curriculum teams</p> <p>Semi formal Formal KS2 /3 Formal KS4 Where identified learning, communication, social, physical, sensory and personal care needs can be fully met</p> <p>Pupils with significant communication difficulties to access a block of music therapy.</p>
To support the physical needs	Train staff to help support medical	Ongoing from admission of		Pupils supported with medical

of the pupils.	needs within the Academy. Implementation of sensory curriculum for all pupils – see sensory tier framework.	pupil ,reviewed at least annually ongoing		needs. Direct liaison with School Nurse and Paediatrician Pupils have access to a sensory curriculum.
To ensure all pupils access off-site activities including swimming, gymnastics and trips in the community.	Timetable off-site activities to include swimming, gymnastics, sports events, horse riding.	Full year plan with clear coverage /equity of accessibility evident by Sept 17		Pupils have access to a range of off-site activities. A full year plan is provided ensuring provision for all