

Accessibility Policy/Plan

Policy Control Table			
Policy Title:	Accessibility Policy/Plan		
Author:	Ms Eleanor Wilkie (Director of Learning Support (SENDCo))		
Version Number:	V8		
Date Approved:	March 2021		
Approved by:	Governing Body		
Date of next Review:	Annually (April 2022)		
Document History:			
Version	Date	Author	Note of revisions
V1	23 rd March 2015	EWi	
V2	16 th May 2016	EWi	Pg 1, additions under 1A. Pg 3, 2A - Faculty Learning Officers was removed to leave teaching assistants. Pg 4, 2B - Personalised Programme Manager was removed and replaced with trained teaching assistants.
V3	22 nd May 2017	EWi	No amendments
V4	10 th July, 2017	EWI	Pg 1, additions under 1A. to reflect new legislation Pg 2, additions under 1A to reflect new legislation
V5	June 2018	EWi	Policy Control Table – changed job title Pg 5, changed sentence to reflect change in nurture provision
V6	May 2019	EWi	
V7	April 2020	EWI	Pg 2, changed sentence to reflect change to curriculum and assessment through progression. Section 2c – final bullet point, amended wording of sentence
V8	March 2021	EWI	No up-dates or amendments

	Winifred Holtby Academy	
	Accessibility Policy/Plan	
Achievement Aspiration Respect		
<p>Vision: The Academy provides a safe and welcoming environment that supports and encourages an ethos of Aspiration. Achievement. Respect. We will be the Academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress which will enable freedom of choice for their progression beyond the Academy. By working in partnership with parents, carers and the wider community we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals. We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment. We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to Academy life and beyond. Winifred Holtby Academy’s positive reputation will ensure that we are a valued member of the community we serve. <i>‘Achieving excellence in all that we do’</i></p>		
<p>Introduction/Rationale: This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:</p>		
<p>Aims and objectives: <i>Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the School.</i> Definition (Equality Act 2010) “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” It is a requirement that the Academy’s accessibility plan is resourced, implemented and reviewed and revised as necessary.</p>		
<p>Starting points: 1A: The purpose and direction of the Academy’s plan: vision and values Mission Statement</p> <ul style="list-style-type: none"> ▪ At Winifred Holtby Academy, we place great emphasis on valuing the individuality of all our students. This starts with the admission process. Students with disabilities and with an Education, Health and Care Plan will start this process in Year 5 through the review meeting of their plan as parents/carers identify the next preferred provision. Winifred Holtby Academy will liaise with the 		

primary school and the child's family to ensure that we are able to meet the student's needs and that an effective transition can be planned and completed successfully.

- Parents/carers of children with disabilities without an Education, Health and Care Plan are encouraged to contact the academy as soon as possible so that again, we can plan and run a successful transition as soon as possible.
- As each child with a disability is different, we ensure that they are provided with personalised transition plans to best meet their need and their family's needs.
- We are committed to giving all our students every opportunity to achieve the highest standards. This means that we strive to ensure that students with disabilities are not treated less favourably than their peers. We ensure at the start that our planning of a curriculum meets the specific needs of individuals and groups of students. We do this through overcoming potential barriers to learning and ensuring that children have access to a broad and balanced curriculum that has progression built in throughout. We provide other curriculum opportunities outside this curriculum to meet the needs of individual or groups of students and provide access to the life of the Academy for all students. (This includes speech and language therapy, physical management programs, student listening services, circle time, counselling services, anger management, and behaviour modification programmes).
- Our Academy aims to be an inclusive school. This means that equality of opportunity must be a reality for all our students. We make this a reality through the attention we pay to the different groups in our academy, including disabled students.
- Some students in our Academy have disabilities and consequently require additional resources. The Academy is committed to providing an environment that allows these students full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and all designated points of entry for our Academy also allow wheelchair access.
- Teachers modify teaching and learning as appropriate for these students. For example, they may give additional time to students with disabilities to complete certain activities and differentiate the tasks. In their planning teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- Teachers ensure that the work for these students:
 - takes account of their pace of learning and the equipment they use;
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials;
 - allows opportunities for them to take part in educational visits and other activities linked to their studies;
 - uses assessment techniques that reflect their individual needs and abilities.

1B: Information from student data and Academy audit

The Academy has already set the following priorities for the development of information and data to support the Academy's accessibility plan:

- At present, our Academy population has students with a variety of Special Educational Needs, including physical disabilities (e.g. cerebral palsy), communication disabilities (e.g. autism spectrum

condition), learning difficulties (e.g. dyslexia), sensory disabilities (e.g. visual impairment) and medical difficulties (e.g. diabetes). Staff have training in several areas and we also access training for staff as a particular need arises.

- We have ramps and wheelchair access into the academy and class doors are wide enough for wheelchair access. Three lifts enable access to the upper floors, one of which is usable in the event of a fire. We have several fire safe refuge areas in the event of an evacuation of the Academy which are radio linked.
- We access equipment designed to support students with disabilities, e.g. Alphasmart keyboards.
- We have disabled toilets and two areas designated for physical management, one with ceiling hoists. We also have a disabled access changing area/toilet adjoining the pool and a hoist over the pool. (see 3.2.1)
- We are aware that the Academy's future intake may include students with different disabilities and we have an extensive support network of different agencies that we can access if necessary. We start liaising with feeder primaries in Year 5 and make regular contact with parents/carers of these students so we are fully aware of their needs. (see 3.1ii)
- We have access to Assessment Manager that enables us to track the progress of different groups of students.
- Lesson observations indicate that students with disabilities learn effectively alongside their peers.
- We use enlarged print, modified and adapted materials and other equipment, such as CCTV, to support students with visual impairments.
- We track patterns of attendance and exclusion for all our students including students with disabilities and work closely with parents to monitor this.
- We have a policy for the administration of medicines (which is included in both the First Aid and Supporting Learners with Medical Conditions Policies) and a nominated First Aider in our Medical room.
- We support parents with the transition to our academy in Year 7 or transition to specialist provision. We invite students, parents/carers and other professionals in to do site visits, meet the staff and discuss their children's individual needs.

1C: Views of those consulted during the development of the plan

The Academy has already set the following priorities in respect of consultation on the plan.

- We spend a great deal of time listening to and working with the parents of our disabled students. Their views are always considered and acted on for the benefit of their children. Each year we work extensively with primary feeders with transition plans for the students. We have used outside agencies including IPaSS and Northcott Outreach for those students with specialist equipment or needs. (see 2.1)
- We listen carefully to the views of the students themselves and always involve them in reviews or meeting about their future. (see 3.1.i)

- We strive to incorporate the views and aspirations of the disabled population in our local community/ parents and carers in order to extend our provision to them.
- We continually contact the local authority representatives to qualify our plan and discuss the needs of the students and the academy.
- We liaise with providers of post 16 education well in advance of transfer to ensure that our students needs are anticipated and met

2A: Increasing the extent to which disabled students can participate in the Academy curriculum.

The Academy has already set the following overall priorities for increasing curriculum access:

- Teaching Assistants target the students at the appropriate time and in a manner appropriate to the task in hand. They aim to maintain the student's independence.
- Additional training is provided as necessary according to the needs of the student and the needs of the teacher and support staff. (see 1.1)
- Our nurture provision supports students with additional needs. These students are taught in their home group base for at least 60% of the week.
- A rise and fall hob has been installed in the Food Technology room for wheelchair users. (see 3.2)
- Non-slip mixing bowls and other aids are also available for disabled students to use in cooking.
- Modified print, or different coloured paper is provided to support students as necessary.
- We access Alphasmart keyboards, IT equipment, angle boards, foot blocks and height adjustable tables to assist the students with difficulties.
- We seek external agency support when planning for students and when choosing resources and strategies to enable them to access the curriculum.
- We share information with Lunchtime Supervisors in order that all students have full access to all activities and provision and use Teaching Assistant support across lunchtime to ensure that our students with communication difficulties have access to an identified adult.

2B: Improving the physical environment of the academy to increase the extent to which disabled students can take advantage of education and associated services:

The Academy has set the following priorities for physical improvements to increase access: (see 3)

- All our classroom entrances are wide enough for wheelchair access and all points of entry for our Academy allow wheelchair access.
- We have a minimum of four disabled toilets on each floor of our Academy. One has a closemat toilet system with ceiling hoists. This room also has a physiotherapy plinth to enable students to access daily physical management programmes delivered by the trained teaching assistants, who is overseen by the IPaSS physiotherapist.
- We have three lifts which give staff and visitors access to all floors and rooms within the school. One

lift is usable in the event of a fire, between the ground and first floor.

- We have ground down metal door thresholds to aid wheelchairs.
- The stairs in the Academy have flash strips on the edge of each step to aid visually impaired students and visitors.
- Each subject area in the Academy is colour coded with signposts at regular intervals around the building.
- There are designated spaces in the car park for use by drivers/passengers with registered disabilities.
- We provide visual information for visual learners where required, e.g. visual timetables for students with a range of disabilities who are in need of a concrete structure for their day.
- Staff seek advice from the educational psychologist, outreach workers from special schools and staff in other settings who may have had experience of working with disabled students.

2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:

The Academy has already set the following priorities for providing information for disabled students:

- We provide adapted, modified or enlarged print to any students with visual impairments. (see 2.1)
- Contact home by telephone to convey messages to parents.
- We use email and text messages to communicate information to hearing impaired parents/carers (see 2.2.i)
- Use of a home/Academy liaison book, where appropriate, to convey messages.

Academy's Priorities

3A: Management, coordination and implementation.

The Academy has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To review and update the Academy's Access Plan to comply with current legislation.
- To ensure that the plan meets the needs of all students and any student who may attend the Academy in the future.
- To review the plan to ensure that all staff are familiar with the needs of all disabled students and the training requirements.
- To ensure that any new staff are aware of the needs of all students in the academy and relevant training is provided.
- To ensure that all staff, including support staff and administration staff are fully aware of the needs

of any disabled student, staff, governor, parent/carer or visitor to the academy.

- To ensure that the plan is consistent with, and takes account of other academy policies, such as Inclusion and Special Educational Needs.
- To evaluate and report the impact of the plan annually to all stakeholders.

3B: Getting hold of the Academy's plan

The Academy will make its accessibility plan available in the following ways:

- The Academy will make the plan available on the Academy website.
- The Special Educational Needs and Disabilities team will ensure that the plan is well set out, organised and easy to read. (see 2.1)
- The Headteacher and governors will notify parents and carers on the availability of the plan.
- The plan can be made available in different formats e.g. enlarged print if required. (see 2.1)

4A: Duration, review and revision and evaluation

The plan is designed to cover a three-year period but will be reviewed on an annual basis by the Headteacher, governor and Special Educational Needs and Disabilities Team. At each annual review the plan will be evaluated to ensure it is meeting the needs of all students. The opinions of all stakeholders will be sought.

4B: Support from within and beyond the academy

The academy will regularly seek the support and advice of relevant outside agencies and meet the training needs of staff as required.

5: Plan Implementation

This plan will be annually monitored and reviewed to ensure that it is being implemented according to the timetable indicated. Additional areas identified may mean that the plan will be modified or updated during the three-year period.