Accessibility Policy

Wardle Academy Policy

Wardle ACADEMY

Aspire, Believe, Achieve

1. INTRODUCTION

This plan is drawn up in accordance with the planning duty in the Equality Act 2010: Schedule 10, Paragraph 3. It draws on the guidance set out in "The Equality Act 2010 and schools", issued by the DfE in May 2014.

Paragraph 4.29 explains that schools must implement accessibility plans that aim 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, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing this plan and will regularly review it to ensure compliance. Our aim is to provide an educationally inclusive and supportive school community, where all students can achieve to their full potential – educationally, socially and emotionally – in a safe, happy and healthy environment, so that they can make a positive contribution to society and achieve economic well-being regardless of their special educational need or disability (SEND), English as an Additional Language (EAL) and Disadvantaged pupils (PP). We are currently working towards achieving the Rights Respecting Schools Award (UNICEF) and became a school of "Sanctuary" in July 2016.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all our students. School staff strive to identify and eliminate barriers to learning, whenever possible, to promote equality of opportunity throughout the whole school. The school is working towards a more inclusive curriculum by:

- Setting suitable learning challenges

- Responding to students' diverse needs

- Overcoming whole school and subject specific barriers to learning

This document will outline our current status and future plans. The key objective is to reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability.

2. A DEFINITION OF DISABILITY

Children and young people have a disability under the Equality Act 2010 if they have: "… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities." Equality Act 2010

Further information is provided in the "Special educational needs and disability code of practice: 0 to 25 years" June 2014: "Long-term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have Special Educational Needs, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition."

3. ROLES

Accessibility at Wardle Academy is a shared responsibility. The Governing Body has a strategic role in agreeing the school's plans and priorities. The Headteacher is responsible for implementing the school's Accessibility plan and ensuring that regular reviews take place. This responsibility can be delegated by the

Headteacher to an appropriate senior employee within the school. The upkeep and maintenance of physical access facilities is the responsibility of the Carillion site management.

4. PROVISION AND MANAGEMENT

We will ensure that the climate of the school is designed to meet the needs of all school groups by way of:

- The identification of needs and barriers to learning when joining the academy
- Embedding of SEND/Disadvantaged Non-Negotiables
- Embedding differentiation in lessons through effective planning
- Monitor and improve the attendance of students with identified needs, compared to other groups
- Monitor and reduce the Fixed Term Exclusions of students with identified needs, compared to other groups
- Provision Maps are regularly reviewed (EHC/ST and SEN support)
- External agency support is brokered where appropriate for the pupil needs
- Feedback from parent/carers and students is collated to reflect and review practice

We will give due consideration to the fact that in order to do this, we may at times have to make reasonable adjustments for our disabled students for example:

- provide special facilities at break/lunchtime within the SEND BASE
- Leave lessons early passes
- Safe haven/Sanctuary (EAL/SEND Base/Causeway)
- Personalised timetables

5. RESOURCES

Physical Access

The main academy building (Blocks A, B and C) was rebuilt in January 2013 to BB98 specifications and is fully DDA compliant. The existing building (Anderson – Block D) has good physical access due to our history of SEND provision with an access toilet, lift and ramps to the block around the perimeter of the sports hall. All areas in school can thus be accessed by wheelchairs via ramps or lifts and as such there are no unreachable zones.

Within the SEND Base facilities for personal care include manual and ceiling tracking hoists, shower facilities with a shower bed and medical beds.

Signage is clear and directs all pupils to general facilities and emergency exists. Fire evacuation procedures are clearly outlined in the Health and Safety Manual/Policy with e-vac chairs located at the top of each stairwell. During evacuations, staff have specific duties to support pupils and staff where lift access is normally used.

Areas are kept clutter free to allow clear movement through and around school.

Access to the Curriculum

All pupils are completely integrated within our academy. They take part in mainstream lessons with the support of teachers and where the need dictates are allocated Teaching Assistants. Option choices at the end of KS3 are open to all but advice and guidance is provided to all pupils based on their strengths and skills and to secure the best possible outcomes.

Specialist learning resources have been purchased, staff training undertaken and resources are used effectively e.g. Laptops, "Clicker" Software, software radio aids, talking books and a braille machine.

RANS (Rochdale Additional Needs Service) have delivered specialist training to a number of our staff both in and out of school on hearing, visual impairment, ASD and Downs Syndrome.

Access to Written/Other Information

The school will continue to improve the delivery of written information to pupils, staff, parents and visitors with disabilities e.g. braille, enlargements and translator facilities.

Health and Safety checks and audits are regularly carried out to ensure the safety of all students, staff and others using our building.

We have clear procedures for the administration of medicines and have staff who are First Aid trained.

Attendance and Fixed Term exclusions are closely monitored by our Pastoral team.

6. FURTHER DEVELOPMENTS

Physical Access

The academy will continue to take account of the needs of pupils and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. Considerations will be given in areas such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access To The Curriculum

the academy will review its provision to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. The school endorses the key principles in Section 4: Inclusion of "The national curriculum in England: Key stages 3 and 4 framework document" July 2014.

Access To Available Information

The academy will constantly review its provision and the accessibility of information to disabled pupils.

The academy will continue to review and improve the delivery of written information to pupils, staff parent/carers and visitors with disabilities and specific needs. Examples might include handouts, timetables, textbooks, newsletters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time framework. Communication with parent/carers may include braille, hearing loop, exams provision etc.

Further Actions

Physical Environment				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
Ensure that all areas of the school building are accessible for all children and adults and continue to improve the access of the physical environment for all.	Governors to review the accessibility plan on an annual basis and support any future developments. Accessibility audit to be undertaken in line with Health and Safety.	Any modifications needed will be made to the school building and grounds that are needed to facilitate the ease of access for all.	Accessibility audit via the Health and Safety audit in October 2016. Accessibility Plan to be reviewed annually (November 2017)	
Curriculum				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
Continue training for teachers and support staff on different aspects of SEND including differentiation.	Review the needs of children with specific issues and provide all staff with relevant training.	All staff are trained and are confident with an accessible and inclusive education with regards to accessing the curriculum.	Review Annually	

Targets	Strategies	Outcome	Time Frame	Goals Achieved
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review out-of-school provision to ensure compliance with legislation. Risk assessments carried out for individuals as appropriate (as part of the EVOLVE procedures)	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirement.	Review Annually	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independent learning (where appropriate) of all pupils.	Individual data reviews to determine progress. All classrooms are painted with matt paint. High visibility signage. Grips on tool handles in Technology Height adjustable tables. Raised surface drawing tools and alternative equipment in Art and high backed chairs.	Improved pupil outcomes against expectation.	Review Annually	
Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required, in line with Form 8 procedures.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met. Any barriers to achieving their full potential will be removed.	Review Annually	

Written/Other Information				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
Make available school prospectus, newsletters and other information for parent/carers in alternative forms. Availability of other written material in alternative formats.	Review all current school publications and produce alternative versions on request. Display a sign in the entrance and parent/carers notice board stating information is available in different forms on request.	The school will be able to provide written information in different formats when required for individual purposes.	. On request: Newsletters, information letters etc	
To continue to improve communication for any visually impaired member of the school community	To maintain and update visual aid equipment and resources	Individuals who are visually impaired will be better able to access visual information	Review every 2 years Oct 2020	
To continue to make communication methods more accessible for parents	Use of text messages/email as a means of communication	Wider form of communication with parents	Review every 2 years Oct 2020	

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