

The Boston Witham Academies Federation



Wygate Park Academy Accessibility Plan

3 year period covered by the plan: 2019-2022

Wygate Park Academy is 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.

Introduction

- The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and pupils, under Part 4 of the DDA:
- not to treat disabled staff and pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled staff and pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

- This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
 - increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of disability:

The Disability Discrimination Act (DDA) defines a disabled person as someone who has ' a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

(Physical or mental impairment includes sensory impairments and also hidden impairments such as : Dyslexia, Autism, Speech & Language impairments, ADHD)

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as tendency to set fires or addictions to non-prescribed substances.

Wygate Park Academy plans over time, to increase the accessibility of provision for all pupils, staff and visitors to the academies. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academies, adding specialist facilities as necessary. This covers improvements to the physical environment of the academies and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if an academy fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.
- Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Public Sector Equality Policy
- Curriculum Statement
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

The Accessibility Plan will be published on the Academy website.

The Academy's complaints procedure covers the Accessibility Plan.

Vision and Values:

- Wygate Park Academy aims to ensure equality of opportunity for all its pupils and staff.
- Please read this in conjunction with the federation's SEN policies.

Information from pupil data and academy audit:

The latest information regarding the number of pupils with special educational needs and disability for each academy can be found in the School's SEF and PLASC.

Views of those consulted during the development of the plan:

The views of all agencies, pupils and their parent/carers will be sought through the regular meetings held as part of the support given by the academies.

The main priorities in the academy's plan:

Increasing the extent to which disabled pupils can participate in the academy curriculum:

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Special Educational Needs (SEN) department, led by the Special Educational Needs Co-ordinator (SENCO).
- The academy facilitates services from a range of agencies for all pupils and their families.

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

- The academy's classrooms are all on the ground floor or accessible by lift.
- Any new build will be built with disabled pupils in mind, ensuring access for all.
- The academy has disabled toilet facilities for pupils and for the use of disabled people using extended school services.
- The academy has disabled shower facilities.

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

- Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable format for disabled pupils, including electronically.

Making it happen:

- This plan will be reviewed by governors every 3 years

1. Improving Access to the Curriculum:

TARGET	ACTION	OUTCOME	TIMESCALE	SUCCESS CRITERIA	MONITORING/ REVIEW	RAG
Ensure that teaching and learning meets the needs of all learners through effective differentiation	Clear provision for differentiation and intervention. This should include HW projects. Regular staff training	All teachers are able to fully meet pupils' needs with regard to accessing the curriculum	September 19 onwards	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evidence from training sessions	As per Monitoring and Evaluation timetable.	
Ensure computer provision for all pupils identified as requiring ICT support.	Ensure computer/laptop/I-PAD access available for pupils.	Improved attainment and progress for SEND pupils.	September 19 onwards	All SEND pupils who require ICT support can access the curriculum and achieve.	SEN Team SLT	
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epi-pens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and pupils Make wider school community aware of "hidden disabilities" through WEDUC platform as and when appropriate	Academy will continue to be fully inclusive.	As per training schedule in school	All staff to have attended appropriate training for the administration of drugs for pupils on the SEN register for specific medical issues.	Record of training logs kept by Office Admin	
Continue to ensure that the needs of SEND pupils are met and seen to be met.	Deliver training to new staff including NQT/GTP. Continually review policy and procedures relating to SEND. Updates of interventions/Learning Plans are implemented on Provision Map	Improved attainment and progress for SEND pupils.	Dec 19 April 20 July 20	Drop in and lesson observation evidence indicates the needs of all learners are being met. Narrowing of gap between SEND and non. Evidence from training sessions	Intervention analysis Provision Map	
Multi-Agency assessment actioned for all students at risk	External agencies are used when needs are identified	External agencies are used when needs are identified	When required	Needs of all pupils are met	Safeguarding/S END Teams SLT	

2. Improving Physical Access

TARGET	ACTION	OUTCOME	TIMESCALE	SUCCESS CRITERIA	MONITORING/ REVIEW	RAG
Ensure no pupil or member of staff is excluded from accessing the premises	Conduct an annual audit of academy premises taking into account the specific needs of any pupil and staff either current or prospective	Classrooms are accessible to all pupils and staff	Annual audit and update	All pupils can access the curriculum	Leadership and Management SLT focus group.	
Continue to review the accessibility of the site for disabled pupils or those with additional mobility needs.		No space on site is inaccessible for these pupils.	Termly.	All pupils feel confident getting around the site and feel able to access all areas.	SLT Site Manager Site/Facilities Manager	
Continue to ensure the needs of pupils are met in relation to physical therapy and/or PE lessons.	Liaise with school nursing team to ensure relevant staff have had appropriate training to support pupils in physical activity. Following any planned surgery, provide appropriate physical therapy on site.	All pupils to access PE lessons where appropriate or receive regular physical therapy. All pupils to feel supported.	(linked to planned medical procedures and/or surgery)	All pupils to access some form of physical activity every week and to feel included in PE lessons.	SEND Team SLT	

Action	Responsibility	Timescale	Success Criteria	Monitoring	Evaluation	RAG Status

3. Improving the Delivery of Written Information

TARGET	ACTION	OUTCOME	TIMESCALE	SUCCESS CRITERIA	MONITORING/REVIEW	RAG
<p>Make written material/communication available to pupils, staff and parents in alternative formats eg translated into different languages and/or larger font size</p>	<p>Review current academy publications.</p> <p>Source electronic systems of communication to enable pupils, staff and parents/carers to adapt to suit their needs.</p>	<p>Academy information available to all in a range of formats and languages</p>	<p>September 19 onwards</p>	<p>Delivery of information to pupils, staff and parents and to carers improved. Increased involvement in academy life.</p>	<p>SLT</p>	

4. Actively promote Gender & Race Equality throughout the Academy

TARGET	ACTION	OUTCOME	TIMESCALE	SUCCESS CRITERIA	MOITORING/REVIEW	RAG
Make sure there are equal opportunities for all genders	Monitor balance of gender across employed staff	The School/trust has an equal balance of gender, where possible	ANNUALLY	Gender is balanced where able	HR	
Ensure all staff have the opportunities to further develop themselves professionally	Support staff in accessing equal CPD opportunities	Motivated and highly skilled staff	ANNUALLY	All staff are able to access quality CPD	HR Training Logs	
Ensure children within school are tolerant members of society when it comes to gender	Actively challenge traditional gender stereotypes through education and positive role models	Children are tolerant	ANNUALLY	All pupils and staff are tolerant	INCIDENT LOGS PROGRESSO BEHAVIOUR LOGS	
Make sure there are equal opportunities for all minority race and ethnic groups	Monitor balance of minority race and ethnic groups across employed staff	The School/trust has an equal balance of minority race and ethnic groups, where possible	ANNUALLY	Minority and ethnic groups are balanced where able	HR	
Ensure children within school are tolerant members of society when it comes to race and living in a multi-cultural society	Promote race equality through education & academy visits to multi-cultural areas to increase awareness of multicultural society	Children are tolerant	ANNUALLY	Pupils are tolerant	SLT	

The Academy will work with external agencies involved with pupils with disabilities to ensure their needs are met.

The Academy will work with agencies such as Access to Work to ensure anyone employed at the academy or applying to work, is not discriminated against because of a disability.

Please refer to the Equal Opportunities Policy for additional information.