



Waingels Accessibility Plan September 2022

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

AIM	CURRENTGOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities 	<ul style="list-style-type: none"> • Ensure the Waingels Way is used consistently across the school to provide differentiation for students, through the use of Bronze, Silver and Gold. 	<ul style="list-style-type: none"> • Developmental drop ins and subject monitoring and evaluation to focus on implementation of Waingels Way. • Curriculum development review to quality assure curriculum documents to ensure accessibility for all. • Analyse prior performance data to ensure students with disabilities and additional needs are making at least expected progress. • Identify existing students with needs and include as part of the School's spotlight strategy, disseminating best practice for supporting the progress of these students. 	<p>LCH</p> <p>REL</p> <p>JSN</p> <p>NJH</p>	<p>Ongoing throughout year</p> <p>Dec 22</p> <p>Ongoing as part of PR process</p> <p>Oct 22</p>	<p>All lessons with identified students present using Waingels Way for differentiating work</p> <p>Clear statements in departmental curriculum documents to show how work can be adapted.</p> <p>Follow up from PR data identifies students who need further support and highlights those who are making good progress.</p> <p>Progress of all spotlight students improves.</p>

	<ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • As part of review of KS3 curriculum, ensure that equalities are embedded into the curriculum and opportunities for differentiation are clearly identified in schemes of work and resources. • Review targets to ensure suitably challenging targets are set for all students. • Students with additional needs to be part of spotlight student group 	<ul style="list-style-type: none"> • As needed, work with support staff to provide access to learning and additional support in and out of lessons. • Review recent uptake of courses and super curricular activities to assess access by students with disabilities. 	<p>LBR</p> <p>REL + CWD</p>	<p>As needs identified</p> <p>Feb 23</p>	<p>Specific school-based support plans in place as needs arise.</p> <p>Improved access by students with disabilities to courses such as Triple science</p> <p>Improved access by students with disabilities to super curricular activities.</p>
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		<ul style="list-style-type: none"> • Provision for additional support for students with additional needs to be provided through The Den where appropriate. • Monitor uptake of courses such as separate sciences and access to programmes such as Triple A to ensure students with disabilities are not disadvantaged. 				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays 	<p>The school was rebuilt in 2012 and had building regulations approval when completed. - Completion certificate issued by WBC.</p>	<p>None The school is DDA compliant</p>	N/A	N/A	Complete

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Accessible WC</p>	<p>School has WC facility that has motorised door with card access. Wheelchair and frame users can more readily/easily access it.</p> <p>School has two computer rooms without DDA access</p>	<ul style="list-style-type: none"> • Complete 2021 <p>Person with responsibility for the timetable is aware, so any group with a student that has mobility issues will not be timetabled in these rooms. The school has several other computer rooms which are suitable.</p>	N/A	N/A	Complete
				Person with responsibility for the timetable.	N/A	Complete
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Internal signage -objective complete</p> <p>Pictorial or symbolic representations</p> <p>Induction loop – recently installed in the meeting room</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>	N/A	N/A	Complete
				N/A	N/A	Complete
				N/A	N/A	Complete
				Teaching staff / Reprographics	Ongoing	Resources are provided to pupils that has reduced sight

		<p>Large print Resources</p> <ul style="list-style-type: none"> • Braille resources 	<p>None at present, don't have any stakeholders that require Braille.</p> <ul style="list-style-type: none"> • 	SBM	Monitor and update	Introduce Braille reading material if necessary in school
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SLT. It will be approved by the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information

Date of Updated Policy	September 2022
Author of Policy	John O'Keefe
Ratified by Full Governors	18 th October 2022