Accessibility plan 2018-2021

Wigston Academies Trust

Approved by:		**Date:**
Last reviewed on:	September 2018	
Next review due by:	July 2021	

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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 students can participate in the curriculum

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled students

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

The Trust aims to be fully inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our students or any adults associated with our Trust without regardless of sex or gender, ethnicity or faith, ability or disability, educational needs or talents, sexual orientation, pregnant or not.

The plan will be made available online on the Trust's websites, and paper copies are available upon request.

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

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

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and directors of the Trust.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

Aim	Current good 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 students with a disability	Offer a differentiated curriculum for all students.	To promote inclusion, progress over time and attainment in line with targets for all. To ensure the personal and social development of students regardless of need.	Yearly review of curriculum offer to include reference to progress data and student, parent and staff survey.	MBL		
	Use resources tailored to the needs of students who require support to access the curriculum.		Monitor use of lesson planning and provision of resources as part of QA of TL&A.	APO		
	Ensure disabled students have access to extra-curricular activities.		Monitor attendance and participation of groups of students for comparison.	MBL		
	Curriculum resources to include examples of people with disabilities.		Monitor use of provision of resources as part of QA of TL&A.	APO		

	Curriculum progress is tracked for all students, including those with a disability.		Analyse different groups to identify gaps in progress.	DMU		
	Targets are set effectively and are appropriate for students with additional needs.		Monitored through work sampling and lesson observations.	SLT		
	EHCP targets used by classroom teachers and support staff to provide personalised and differentiated resources to ensure full access to the curriculum.		Monitored through work sampling and lesson observations.	SLT		
	Within the on-going process of curriculum policy review and school improvement, ensure that policies relate to disabled students and their outcomes.		Policy review is frequent and timely.	MBL		
	Draw on the expertise of external agencies to provide specialist advice and support.		Source expertise and funding streams for this.	LGA		
	SENDCO to have an overview of the needs of disabled students.		Individual monitoring.	LGA		
	Ensure there are high expectations of what students with disabilities can achieve.		All students are supported and encouraged to be aspirational regardless of need.	All staff. PLE lead.		
	Ensure appropriate deployment and training of learning support staff.		Timetable against student need.	LGA/PLE		
	Share successful practice within the Trust and between other schools.			LGA?		
	Use PSHCE time to continue to					

	promote diversity and the need to value all individuals. Continue to focus on the talents of all students. Ensure full use is made of opportunities for special consideration and special arrangements during examination process (including internal assessments).			NDA All staff. Led by PLE LGA Exams Team led by MBL.		
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: - Ramps - Elevators - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height SENCO to work regularly with local authority specialists to ensure that classrooms are arranged to provide maximum access and benefit for disabled students. Audit of adjustable furniture and adapted equipment for students			AMA		

	with visual, physical and hearing impairments. Audit of and provision for modified equipment and resources in every classroom. Ensure any repairs and replacements to fixtures and fittings increase accessibility.					
Improve the delivery of information to students with a disability	Ensure disabled students receive hand-outs, timetables, worksheets, notices, information about school events. Ensure information is available in an appropriate format which takes account of students' disabilities e.g. in Braille, large print, in simplified language, on audio or video tape, through sign language etc.			LGA		

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and the local governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Premises Management Document
- Health and safety policy
- Risk assessment policy
- First aid policy
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				