



Accessibility Plan

September 2021

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Spencer Academy for this Policy.

It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.

Date of issue: 1st September 2021

Review date: 1st September 2025

Although our Equality Policy is updated every four years, our Equality information is updated annually and is available via our Wyndham website

Created by: Euan Holden

Signature: _____

Chair of Governor signature and date of approval: _____

--Please note that this policy is to be read in conjunction with our Accessibility Policy--

Equality Objectives

Schools have specific duties under the Equality Act 2010.

The legislation

- The Equality Act 2010 replaced the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It protects everyone in England and Wales, so it applies to all schools, regardless of type.
- The DfE has published non-statutory advice on how schools can fulfil their duties under the Equality Act 2010, which relates specifically to discrimination in an educational setting.
- The Act covers 9 protected characteristics

At Wyndham Spencer Academy, we are committed to meeting the public sector equality duties (PSED). The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. We follow and revise our Equality Action Plan (2021-2025), continually review and seek to improve our provision regularly.

The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it.

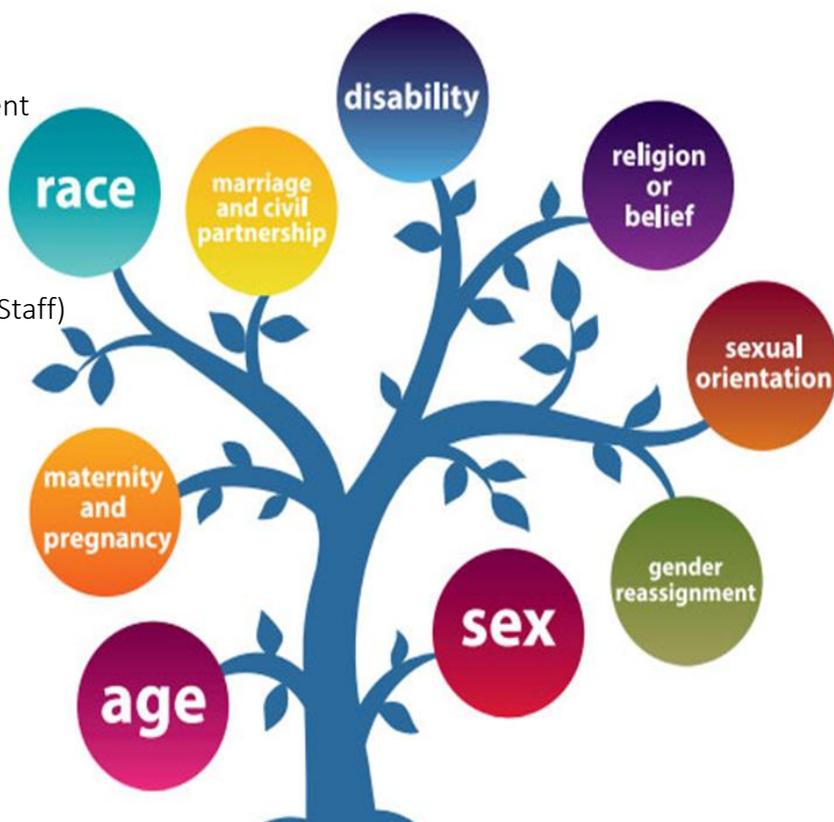
Contents

1.0	Introduction.....	5
2.0	Current Accessibility Arrangements.....	6
2.1	Admissions.....	4
2.2	Access to Buildings and Classrooms.....	7
2.3	Evacuation Procedures	8
2.4	Curriculum Access: Teaching, Learning and Assessment.....	8
2.5	Informal Curriculum	9
2.6	Information for Pupils and Parents	9
2.7	Source Materials for the new plan:.....	10
2.8	Action Plans	11
2.9	Management of the Plan	11
2.10	Accessibility Plan.....	9

INTRODUCTION

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community:

- Age (staff)
- Disability
- Gender
- Gender identity and reassignment
- Pregnancy and maternity
- Race (ethnicity)
- Religion and belief
- Sexual Orientation
- Marriage and Civil Partnership (Staff)



Note: **Age, and Marriage/civil partnership** are listed in the Equality Act 2010, but are not listed in the DfE guidance. Age as a protected characteristic does not apply to pupils in schools, so pupils can be treated in ways appropriate to their age and stage of development without risk of legal challenge. For these reasons, both have 'staff' bracketed after the protected characteristics here.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Wyndham Spencer Academy the Plan will be monitored by the SENCO and Principal and evaluated by the Governors' committee.

Equality and accessibility at our school permeates all aspects of school life. It is the responsibility of every member of the school and wider community. Everyone within our school community has the right to feel safe, secure, respected, and should feel valued and of equal worth. This includes;

- Children and young people
- All staff employed at Wyndham

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- Students on placement
 - Colleagues from other SAT Academies
 - Parents/carers
 - Governors and SAT Board of Directors
 - Agency staff
 - Contractors working at our school
 - External agencies whose staff are working with our school, including Health, Social Care, Special Needs support and agencies such as the Department for Education, and Ofsted
 - All visitors to the school

At Wyndham Spencer Academy, we are committed to working together to create a world of endless possibilities for all stakeholders; children, staff, parents/carers and the wider community. Children will learn in a positive and caring atmosphere where they will be encouraged and supported to reach their full potential. Together within a secure nurturing atmosphere, children will grow in confidence and will understand what it is to lead safe and healthy lives. At Wyndham, we are committed to an inclusive, creative and ambitious curriculum that meets the needs of all learners.

The Plan sets out the school's proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility Plan has been developed in consultation with the Local Authority (LA), The Spencer Academies Trust, LA, staff and governors of the school and covers the period from September 2021-September 2024.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website.

CURRENT ACCESSIBILITY ARRANGEMENTS

Wyndham Spencer Academy has the following arrangements in place to comply with the Equality Act 2010:

[Admissions](#)

The following is an extract from the school's Special Educational Needs and Disability (SEN&D) Policy:

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEN Code of Practice, in that schools are prohibited from 'discriminating against disabled children and young people in respect of admissions for a reason related to their disability.' (CoP 1:28)

At Wyndham Spencer Academy, we recognise that children learn to be strong, confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents/carers. These areas are detailed below:

Building	Features
Main building	<p>All access points and toilets have either flat or ramped entrance or exits.</p> <p>There is the provision of a disabled toilet at the top of the Key Stage 2 corridor.</p> <p>Corridors and doors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles, some with electric assistance.</p>
Key Stage 1 Corridor	<p>Entrance to the front of the corridor is flat allowing for easy wheel chair access.</p> <p>Fire exit access to field at the rear end of the corridor is via a ramp and electric door.</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p>
Key Stage 2 Corridor	<p>Entrance to the front of the corridor is flat allowing for easy wheel chair access.</p> <p>Fire exit access to field at the rear end of the corridor is via a ramp and electric door.</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p>
The Derby Research School Hub	<p>Entrance to the outside learning space is accessible via a ramp allowing easy access for wheelchair users.</p> <p>Classroom entrance has a flat floor entrance and wide doors with low handles.</p>
Zone 6	<p>Entrance to Zone 6 is accessible via a ramp allowing easy access for wheelchair users and the door is electrically assisted.</p>

Pridelands	All entrances and exits are via flat doors making the whole space suitable for wheelchair access.
The Hall of Aspiration and the Hall of Inspiration	Main entrances are flat allowing for easy wheel chair access. Access to Kitchen Serving Hatch is clear and suitable for wheel chair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps.
Foundation Stage Garden	Available for all pupils, ramps ensure easy access from the Foundation Stage.
Field Area	Available for all pupils.
Entrance	All clear of steps allowing easy access for all pupils and parents. Main door is electric assisted to make access easier for all.

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Plan for the pupil. Personal Evacuation Plans will be put in place if required for specific individuals. All staff will be made aware of their responsibilities regarding individual risk assessments.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with any of the protected characteristics should as far as possible have access to a broad and balanced curriculum with reasonable adjustments made to ensure are included in all teaching and learning opportunities, including external visits.

Reasonable adjustment decisions are made on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN&D Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Plan (IP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

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- Input from specialist (external) teachers.
 - Technological enhancements - induction loops, ICT.
 - Adaptation of teaching materials.

The school's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the school's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching, Learning and Assessment incorporate advice for teachers on supporting pupils with additional needs, to make learning accessible for all.. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with specific learning difficulties or disabilities is carried out on a needs basis.

Informal Curriculum

Pupils at Wyndham Spencer Academy have always been able to participate fully in the wide range of activities offered beyond the classroom, consistent with the limitations imposed by any disability. This has included:

- Outdoor Education.
- Sports.
- Music.
- Clubs and activities.
- Excursions and trips.
- Swimming in Key Stage 2.

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents/carers

Parents/carers are routinely involved in reviewing the progress of their child, through termly parent/carers meetings. Weekly letters are shared with parents and carers to share information relating to school situations. If either pupils or parents have difficulty accessing information normally

provided in written English by the school such as hand outs, newsletters, homework etc. then the school will be happy to consider alternative forms of provision. This may include the use of a reader, a translator, large print etc. The accessibility arrangements for each individual will be discussed on a needs basis.

Parents/carers with their own additional needs may need individualised support packages in place to ensure their needs are met within the school environment. Each parent or carer will be treated as an individual, with reasonable adjustments made to ensure they are fully included within school and their own needs met.

Provision for parents/carers may include:

- Bespoke communication systems (weekly meetings, written communication, virtual communication)
- Adaptations to environments (meetings in quiet spaces, lights turned off, reduction in sensory overload)
- Adapted communication of written text
- A translator provided by the school

Children identified as having SEND will have an IP to share their needs, targets and progress and this will be reviewed on a termly basis. Parents/carers will be fully involved in this 'Assess, Plan, Do, Review' process and the child will also be involved, depending on their ability and willingness to participate. Accessibility plans will be discussed in these meetings as required.

[Source Materials for the new plan:](#)

The priorities of the plan have been identified using a number of sources including:

- Statutory Guidance
- PLASC returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities, and other protected characteristics, are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal Opportunities (including Racial Equality) Policy
- The Equalities Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs and Disability (SEN&D) Policy
- The School Behaviour, Discipline and Anti-bullying Policy
- The School Admissions Policy.

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Action plans will be developed as the accessibility arrangements are reviewed.

Management of the Plan

The Governors Resource Committee will be responsible for the strategic direction of the school's accessibility plan for obtaining and allocating the funds needed to implement the priorities in the plan. The progress of the plan will be monitored by the Principal and Governors and reviewed every three years. New actions will be added within this time frame should they arise and be reapproved by Governors.

The Principal, SENCO and Site Manager will be responsible for the plans day to day implementation.

Progress of the plan's priorities will be reported:

- to the Full Governing Body at least once per year.
- In the School website.
- In the School Profile.

Parents/carers may request a copy of the Accessibility Policy/Plan from the School Office.

Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To liaise with local nursery providers to review future cohorts	To identify pupils who may need additional or different provision	Sept 2021/2022/2023	EYFS teacher	Provision set in place to provide continuities for child
Short term	To review all statutory policies to ensure they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing from September 2021	SENCO Principal SLT	All policies reflect inclusive practice
Short term	To ensure all school trips and visits are accessible for children with SEND/other protected characteristics	Ensure venues and transport is vetted for individual needs	Ongoing from September 2021	Visit Leaders (Class teachers) EVC	All children are able to access range of out of classroom learning
Medium term	To ensure all school trips and visits are reviewed and monitored against accessibility and protected characteristics	Ensure all children are able to access all areas of school	Ongoing from September 2021	EVC	All children are able to access range of out of classroom learning
Medium term	To ensure all staff have specific training on SEND issues	Identify needs of children and training requirements	Ongoing from September 2021	All staff Principal SENCO	Raised confidence and competence of support staff
Medium term	To ensure the PE curriculum is fully accessible to all children, where is reasonably possible	Review the PE curriculum and equipment to include disability sports	Ongoing from September 2021	PE Subject Leader	All pupils are able to access PE and a range of equipment

Long term	To develop links with the local Special Educational Needs providers (Newton's Walk, Brackensdale, St Clare's, St Giles)	Work towards local network of schools to provide any future transitions	Ongoing from September 2021	SENCO	Increased understanding of the opportunities available to all children
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Aim 2: To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To ensure school staff and governors are aware of access issues	Create access plans for individual pupils as part of the IP process	Ongoing from September 2021	SENCO All staff	IPs in place for individual children and an increased awareness of accessibility issues
Short term	To ensure visually impaired individuals can access all areas safely	Ensure outside steps around school are demarcated with a yellow line	Ongoing from September 2021	Site Manager SENCO	All individuals are safer as they transition around school
Short term	To ensure all disabled individuals can be evacuated safely	Ensure Personal Evacuation Plans are in place for individuals that require them Ensure all staff are aware of their role in evacuation	Ongoing from September 2021	SENCO Class teachers HLLAs/LAs	Staff confident of what to do in emergencies Individuals in wheelchairs can be evacuated quickly and easily Effective evacuations as part of fire drills

Medium term	To ensure classrooms fully supportive for individuals with hearing impairments	Classrooms to be full carpeted, where possible	Ongoing from September 2021	Site Manager Principal SENCO	Individuals with hearing impairments will access learning opportunities better
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Aim 3: To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To ensure all parent/teacher annual meetings are inclusive discussions to access all information	Ask parents for preferred methods of communication and environment for communication	Ongoing from September 2021	All staff	Staff aware of preferences for communication School website to be accessible for all
Short term	To ensure all learning is scaffolded effectively for children who struggle to access written English	Range of scaffolds used at child's individual level of reading ability and understanding	Ongoing from September 2021	All staff SLT to monitor	Children will have an increased engagement in learning
Medium term	To ensure key signage around school and written communication is available in other languages	Range of areas/signs in different languages	Ongoing from September 2021	SLT	All people feel valued around school through questionnaires

