

Wrenthorpe Academy

ACCESSIBILITY PLAN 2021-2023

Purpose of Plan

This plan shows how Wrenthorpe Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. It will show how we plan to increase access for disabled pupils to the curriculum (including after-school clubs and school visits), the physical environment and to improving the delivery of written information.

At Wrenthorpe Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Wrenthorpe Academy is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Wrenthorpe Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the

need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010) this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Wrenthorpe Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum Policies
- Business Continuity Plan
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Academy Standards Committee.

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The ASC**
- **Head Teacher**
- **SENDCO**
- **Caretaker**

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An Access Audit was carried out by the HT, DHT and Caretaker in July 2021. A small number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Regularly maintain the marking of steps with yellow highlighting paint/tape in the following areas: Steps to Playground Steps to Field Kerb on path around outside of building	Assess termly and reapply as necessary	£100 for materials for on-going repairs
2.	Disabled Toilet in KS2 area	The area outside this toilet is used as a cloakroom. Make sure that the pathway to the toilet is always clear. Routines and expectations of pupils using cloakroom.	By the end of Autumn One 2021	£50 for purchase of additional coat pegs to get coats and bags off the floor.
3.				
4.				
5.				

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Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridors	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	All staff
2	Maintain wheelchair and walking aid access to main school building, playground and field	Enable wheelchair users to access playground with minimal support.	Immediate	High	None	Ongoing	Headteacher
3	Disabled parking	Spaces to be kept clear and markings refreshed	Immediate Check termly	High	£50	Ongoing	Caretaker
4	Disabled Toilets	Keep clear of rubbish. Clean as part of daily routine.	Immediate	High	Part of cleaning contract	Ongoing	Caretaker
5	Changing facilities	Keep clear of rubbish so can be used when needed.	Immediate	Medium	None	Ongoing	Caretaker

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Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly	High	SLT release costs	Ongoing	SLT
2	Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	At end of Summer Term each year	High	Resourcing costs of identified areas to develop for next academic year	Ongoing	SENCO
3	Staff training in supporting pupils with particular SEND where needed	SENCO to deliver training where possible. Identify gaps in teacher and TA knowledge and seek external advice if necessary. Six Bricks Intervention – Autumn 2021 Raising ASD Awareness Spring 2022	Autumn and Spring Term 2021/2022	High	Training for Six Bricks = £150 Equipment to support plan=£50 Cost of EP to deliver ASD training to Teachers and TAs = to be billed	End of Spring Term 2022	SENCO
4	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	Thorough planning. Advance visits. Careful risk assessment including for individuals if necessary.	Ongoing	High	Leaders planning time for risk assessing Pre-visit where possible	Discuss plans with teachers in September 2021 then each year. Ongoing planning	SLT Trip leaders

5	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Ongoing	High	Budget for additional support for clubs for specific individuals. New equipment if needed.	Reviewed September 2021 then ongoing	SLT
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Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when needed or specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Medium	Not applicable	On going	SLT
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats used on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Medium	Not applicable	On going	SLT/ Website Coordinator