



# **ACCESSIBILITY POLICY**

Last Reviewed: November 2023

Reviewed by: SENDCo and Principal

Next Review: November 2024

## ACCESSIBILITY POLICY

### 1. The Policy Statement

Welland Park Academy is committed to increase the extent to which people with disabilities can access and participate in the life of the Academy. This commitment accords with section 1.1 of the Academy's Equality Policy, related policies, the requirements of the Disability and Equality Act 2010 and related legislation.

### 2. Objectives

2.1 Increase the extent to which students with disabilities can access and participate in the Welland Park Academy's curriculum

2.2 Increase the extent to which adults with disabilities can access and participate in the Welland Park Academy as employees

2.3 Increase the extent to which adults with disabilities can access and participate in the Welland Park Academy's life as parents of students and as visitors to the Academy in whatever capacity (for example as audience members, providing goods and services, as guest speakers, assessors, examiners, inspectors and at parent evenings)

### 3. Procedures

3.1 Paying due attention to accessibility will further compliance with the Equality Policy and be implemented, managed and reported as part of that Policy's monitoring cycle

3.2 An assessment of Welland Park Academy's site will be undertaken to evaluate what actions can be undertaken to improve accessibility and also to provide guidance where access difficulties are identified

3.3 Welland Park Academy recognises the help that disabled individuals, students, staff, parents and voluntary organisations working with the disabled will be able to make with these evaluations and planning

3.4 Welland Park Academy will prepare an Accessibility Plan in line with the assessments made and develop that Plan as resources permit

### 4. Implementing the policy

4.1 The Accessibility Plan should be implemented

4.2 Progress with the Accessibility Plan should be evaluated annually, with the evaluation of the EP. The annual evaluation of the Plan should be overseen by Governors in conjunction with the Principal and SENCO.

### The Accessibility Plan

Accessibility Plan should identify targets by time scale, identify concrete actions, completion dates (and milestones for reporting purposes) and success criteria. These criteria should include an evaluation by student outcome and the canvassing of adult views.

The accessibility plan contains actions to:

- Increase the extent to which disabled pupils can participate in the academy's curriculum
- Improve the physical environment of the academy for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the academy
- Improve the delivery to pupils with disabilities of information which is readily accessible

The accessibility plan should be read in conjunction with the Academy's Information Report and SEND Policy and the Accessibility Policy. The policy complies with our funding agreement and articles of association.

Target	Tasks	Timescale	Responsibility	Desired Outcome
<b>Curriculum</b>				
Ensure access to technology for students with disabilities to allow them to record information in lessons in an appropriate manner.	<p>Priority for use of technology as required for students with disabilities. Invest in software and technology as needed.</p> <p>Liaise with the LA specialist teaching service.</p>	As required	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Subject Leaders</li> <li>• IT support</li> </ul>	Access to appropriate technology for all students with disabilities.
Reflect identified areas of need in lesson planning and delivery.	<p>Teaching staff/Teaching Assistants to plan appropriately to meet the needs of students with disabilities in their classes. Dissemination of relevant information to all staff via Provision Map and student passports.</p>	Ongoing	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Teachers</li> <li>• Form Tutors</li> <li>• Teaching Assistants</li> </ul>	Improved access to the curriculum for all students.

<p>Prioritise student participation in extracurricular activities.</p>	<p>Ensure extracurricular and educational visits are accessible to all students. Promote inclusive sports to all students.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<p>Increased participation in wider school life for students with disabilities.</p>
<p>Ensure that all examination access arrangements are considered, applied for and implemented for identified students.</p>	<p>In collaboration with teaching staff, the SENDCo will ensure appropriate testing and reports are compiled to apply to JCQ for examination access.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• SENDCo</li> <li>• Assessors</li> <li>• Exams Officer</li> </ul>	<p>All students who are identified are considered for access arrangements. Where access arrangements are awarded subject staff will be made aware and arrangements will be implemented to reflect the students 'normal way of working'.</p>
<p>To continue to train both teaching and support staff on different aspects of SEND.</p>	<p>Review the needs of students with special educational needs. Provide training opportunities for staff.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• LA specialist</li> <li>• teaching service</li> </ul>	<p>A staff to be confident in meeting the needs of students. Bespoke and child specific training organised, if necessary.</p>

Target	Tasks	Timescale	Responsibility	Desired Outcome
<b>Physical Environment</b>				
Ensure all policies consider the implications of disability access.	Consider all policies in view of accessibility.	Ongoing	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Access to all aspects of school life for all students.
Ensure that access to school buildings and site can meet the needs of all students on roll.	<p>Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget allows.</p> <p>Maintain existing disabled access to all areas of the Academy, including:</p> <ul style="list-style-type: none"> <li>- Accessible disabled parking bays</li> <li>- medical room</li> <li>- disabled toilets/changing facilities</li> <li>- ramps</li> <li>- contrasting / highlighted steps and thresholds</li> <li>-Ensure flags on footpaths are in good condition and laid flat.</li> </ul> <p>If an area of the site is inaccessible, make adjustments to rooming to enable the person to access the activity.</p> <p>Future building work to fully comply with current disability</p>	Ongoing	<ul style="list-style-type: none"> <li>Site team</li> <li>Principal</li> <li>SENDCo</li> </ul> <ul style="list-style-type: none"> <li>Site team</li> <li>Principal</li> <li>SENDCo</li> </ul>	<p>Access to school buildings and site for all.</p> <p>Access to school Buildings, activities and site for all.</p>

<p>Ensure that classrooms are optimally organised for students with disabilities.</p>	<p>legislation.</p> <p>Plan classrooms according to students' needs.</p> <p>Appropriate resources within classrooms to reflect needs, including:</p> <ul style="list-style-type: none"> <li>- Blinds</li> <li>-Clear whiteboards</li> <li>-Clutter free environments</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Class Teachers</li> <li>• Subject Leaders</li> <li>• IT Team</li>   <li>• Site team</li> <li>• Principal</li> <li>• SENDCo</li> </ul>	<p>Disabled students able to access all lessons.</p>
<p>All students and adults to be able to evacuate the building safely in an emergency.</p>	<p>Fire escape plan and risk assessment to be reviewed and updated as required and at least annually.</p> <p>Personalised emergency exit plan implemented for identified students, who require it.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• SENDCo</li> </ul>	<p>In the event of a fire all students to be able to exit the building safely.</p>

Target	Tasks	Timescale	Responsibility	Desired Outcome
<b>Information</b>				
Availability of documents in alternative formats.	<p>Large print format for letters and policies available.</p> <p>Use of coloured overlays for students and change of background colour on interactive whiteboards.</p> <p>Use of coloured paper where suggested by professional assessments.</p> <p>Dissemination of relevant information to all staff via provision map, student passports and SEND register.</p> <p>Modified examination papers ordered, if required.</p>	As required	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Form Tutors</li> <li>• Subject Leaders</li> <li>• All staff</li> </ul>	<p>Improved information to parents / carers with disabilities.</p> <p>Improved access to learning for students with disabilities.</p> <p>Improved access to examination materials.</p>

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