



Windsor Academy Trust  
Cheslyn Hay Academy

**Accessibility Policy (and Plan)**

<b>Accessibility Policy (and Plan)</b>	
<b>Responsible Committee:</b>	Windsor Academy Trust, Board of Directors
<b>Date revised by Board of Directors:</b>	12 December 2019
<b>Next review date:</b>	December 2022

# Accessibility Policy (and Plan)

## 1. Introduction

1.1 The Accessibility Policy is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy must be reviewed every three years.

1.2 WAT aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

### 1.3 Windsor Academy Trust (WAT) is committed to:-

- Providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. Providing learning environments that enable full curriculum access that values and includes all pupils/students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- 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 Trust.
- Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.

1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. The Local Advisory Body (LAB) will monitor each academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will ensure compliance with that duty.

1.5 This policy has been developed in consultation with our individual academies, staff, Members and Directors.

## 2. Legislation and guidance

2.1 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.

2.2 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.

- 2.3 Academies are required to make ‘reasonable adjustments’ for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.4 This policy complies with our funding agreement and articles of association.

### 3. Purpose of the Accessibility Plan

- 3.1 Each academy is required to develop an Accessibility Plan that has been approved by the LAB. The purpose of the Accessibility Plan is to:
- Increase the extent to which disabled pupils/students can participate in the curriculum.
  - Improve the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
  - Improve the availability of accessible information to disabled pupils/students.
- 3.2 The Accessibility Plan will be used to inform other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:
- Increase access to the curriculum for pupils/students with a disability, expanding the **curriculum** as necessary to ensure that pupils/students with a disability are as, equally, prepared for life as are the able-bodied students; (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/students in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the **physical environment** of the academy, 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/students, staff, parents/carers 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.

#### **4. Links with other policies**

4.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils/Students with Medical Conditions Policy

#### **5. Monitoring arrangements**

5.1 This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The academy's Accessibility Plan will be approved and monitored by the Local Advisory Body (LAB)



		needs of current disabled students	<ul style="list-style-type: none"> <li>• Ensure that the central record detailing relevant students disabilities and current arrangements is maintained</li> <li>• Identify any additional provision required</li> <li>• Communicate any specific needs to staff</li> <li>• Ensure arrangements for the Sept intake include identifying the needs of prospective students who have disabilities</li> <li>• Identify any specific provision required</li> <li>• Communicate any specific needs to SENCO</li> </ul>	EBE	Ongoing	current needs. Any additional provision not provided is identified and included in an action plan
		1c Review existing transfer arrangements to ensure disabled students' needs are being met.		EBE	Weekly	
				DWI/EBE	Annual (Jan)	All prospective students who have disabilities are identified in good time to ensure any special arrangements for their needs are in place when they arrive
				DWI/EBE	Ongoing	
				DWI	Ongoing	
				EBE	Ongoing	

			<ul style="list-style-type: none"> <li>• SENCO to liaise with outside agencies and update DWI / LPO</li> </ul>			
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>		<ul style="list-style-type: none"> <li>• Undertake an inspection of the school campus to identify and prioritise areas where improvements may be made</li> <li>• Ensure all new build incorporates DDA requirements</li> <li>• Repaint step edges</li> <li>• Liaise with the transition co-ordinator to identify any prospective students requirements for September annually</li> </ul>	<p>CBY/SL</p> <p>CBY/SL</p> <p>SL/GB</p> <p>SEV/CBY</p>	<p>April 2020</p> <p>As required</p> <p>Termly</p> <p>August 2020</p>	<p>The physical environment is adapted where possible to support students with disabilities.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our academy uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Improving access to written information</p>	<ul style="list-style-type: none"> <li>• Ensure that all staff know which students require amended written information in line with dyslexia friendly initiative</li> <li>• Liaise with EM to ensure that support for the production of this material is available</li> <li>• Monitor the quality of any amended written information</li> <li>• Review the website content and accessibility</li> </ul>	<p>EBE</p> <p>EBE</p> <p>EBE</p> <p>EM/CBY</p>	<p>ongoing /July annually for Sept intake</p> <p>Ongoing</p> <p>Ongoing</p> <p>July 2020</p>	<p>Written information appropriate to the individual needs of students with disabilities is provided. Staff are supported in the production of such materials</p>
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