



Windsor Academy Trust  
*(Kingswinford Academy)*

<b>Accessibility Policy (and Plan)</b>	
<b>Responsible Committee:</b>	People and Culture Committee
<b>Date approved by the Board of Directors:</b>	8 December 2022
<b>Implementation date:</b>	December 2022
<b>Next review date:</b>	December 2025

# Accessibility Policy (and Plan)

## 1. Introduction

1.1 The Accessibility policy/plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy/plan 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 school’s 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 and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case by case basis.
  - Improve the accessibility of **written information** to 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).

## Action plan (Template)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils/students with a disability</p>	<p>Kingswinford Academy offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability and targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and where pupils need more than our universal offer we provide a range of targeted interventions.</p>	<p>Short term</p> <p>To ensure that curriculum resources include examples of people with disabilities</p>	<p>Audit academy resources and explore where people with disabilities can be championed and represented.</p>	<p>SENCo and HoDs/FDs</p>	<p>Nov 2022</p>	<p>A review of the curriculum has been conducted and its suitability and differentiation assessed.</p>
		<p>To ensure that training is kept current and meets the needs of all student cohorts</p>	<p>To purchase adjustable worktops for DT to enable all pupils a comfortable working experience</p>	<p>Site Manager</p>	<p>Jan 2023</p>	<p>All students can access the curriculum comfortably.</p>
		<p>To ensure that all internal assessments follow the advice from OFQUAL</p>	<p>Continue with primary liaisons/links with external agencies to ensure that CPL is current and timely</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>Staff have a good understanding of needs. Parents and students feel effectively supported</p>
		<p>Medium term</p>	<p>QA CPL</p>	<p>SENCo and SLT</p>	<p>Termly</p>	<p>Staff have a good understanding of needs. Parents and students feel effectively supported</p>
		<p>To improve individual provision mapping to ensure that the curriculum and the assess, do, plan review cycle continue to effectively meet pupils needs</p>	<p>QA internal assessments utilising the framework from OFQUAL</p> <p>Utilise provision mapping from edukey to ensure that all provision is mapped alongside the current learning plans</p>	<p>SENCo</p>	<p>Nov 2022</p>	<p>Internal assessments ensure that all students can achieve their potential</p>
				<p>SENCo</p>	<p>Nov 2023</p>	<p>System supports effective</p>

		<p>To ensure that access arrangements continue to meet the needs of students</p> <p>To continue to monitor where adaptations can be made.</p>	<p>Review current interventions and their impact</p> <p>To train an inhouse AA assessor To ensure that we have enough invigilators and staff trained to deliver exam access arrangements</p>	<p>SENCo</p> <p>SENCo</p>	<p>Nov 2023</p> <p>April 2023</p>	<p>provision</p> <p>Outcomes demonstrate good progress for SEND students</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required although it is important to note that we are an old site without a lift and with no room for one and many single/double steps around the site, we make reasonable adjustments to ensure that wheelchair users can access the curriculum but widening corridors</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps (where site allows)</li> <li>• Hand rails</li> <li>• Contrast banding on stairs</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Short term Improve accessibility to ground floor core rooms</p> <p>Ensure that equipment and training is kept up to date</p>	<p>Arrange a full access audit (individual environment audit completed in 2021 but last full one dated 2003) to better inform plan.</p> <p>Install a removable ramp to enable smoother entrance to EN7 (English accessible room)</p> <p>Service both the evac chair and the school wheelchair.</p> <p>Staff to attend training:</p> <ul style="list-style-type: none"> <li>• safer handling</li> <li>• evac chair</li> <li>• risk assessment</li> <li>• Intimate Care</li> </ul> <p>Purchase equipment to support safer handling and intimate care of students:</p>	<p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p> <p>SENCo</p>	<p>Jan 2023</p> <p>April 2023</p> <p>Oct 2022</p> <p>Oct 2022</p> <p>Oct 2022 Nov 2023</p> <p>July 2023</p>	<p>A report provided detailing areas that could be improved in terms of reasonable adjustments to access</p> <p>EN7 is accessible</p> <p>To ensure equipment is fit for purpose</p> <p>Staff are trained in terms of keeping students safe and training is always kept up to date</p>

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> <li>Evac chair</li> <li>Staff trained in safer handling</li> <li>Core teaching classrooms on the ground floor</li> </ul>	<p>Medium Term</p> <p>To improve access into the building</p> <p>Long term</p> <p>To continue to explore where a care room development/adaptation might be feasible</p>	<ul style="list-style-type: none"> <li>2xwheelie stool</li> <li>2xhandling belt</li> <li>Banana board</li> </ul> <p>TAs to be provided with IPADs and APPs to be researched to support accelerated learning</p> <p>Create a graduated ramp over the grassed are at the front of the building</p>	<p>SENCo</p> <p>SLT</p> <p>Site Manager</p>	<p>Jan 2023</p> <p>Oct 2022</p> <p>Sept 2023</p>	<p>Staff and students are supported safely</p> <p>Students are supported effectively utilising accessibility features available</p> <p>The entrance to the academy is accessible to all</p> <p>The academy is accessible to those who need access to a care room</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Kingswinford is a communication rich environment. Staff consider noise levels, visual supports and have clear and consistent routines. Space light and layout are also considered although some classrooms need</p>	<p>Short Term</p> <p>To ensure that the academy remains a communication rich environment</p>	<p>Audit classrooms and replace blinds/service projectors</p> <p>Carpet the SEND Hub to improve the amplification of sound</p>	<p>Site Manager</p> <p>Site Manager</p>	<p>Jan 2023</p> <p>July 2023</p>	<p>All classrooms enable good communication regardless of need</p>

<p>improvements to blinds and projectors.</p> <p>Information is delivered in a clear and concise format and pupils are encouraged to ask for help. Where students struggle they are given tools to support them with this.</p> <p>Digital technology is used effectively to support pupil's access to the curriculum e.g. IPADs accessibility features to support poor readers.</p>	<p>Continue to develop use of digital technology across the school</p>	<p>Provide timely and current CPL</p> <p>QA CPL and employ a more robust system for who, what and when.</p> <p>TAs to be provided with IPADs and APPs to be researched to support accelerated learning</p>	<p>SENCo/SLT</p> <p>SENCo/SLT</p> <p>IT</p>	<p>Ongoing</p> <p>Termly</p> <p>Oct 2022</p>	<p>Staff are confident that the environment and language choices meet need</p> <p>Students are supported effectively utilising accessibility features available</p>
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