# Windsor Academy Trust
## Cheslyn Hay Academy

| Accessibility Policy (and Plan) | |
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| **Responsible Committee:** | People and Culture Committee |
| **Date approved by the Board of Directors:** | 8 December 2022 |
| **Implementation date:** | December 2022 |
| **Next review date:** | 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).

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for students with a disability | Our academy offers a differentiated yet challenging curriculum for all students.<br><br>We use resources tailored to the needs of students who require support to access the curriculum.<br><br>Curriculum progress is tracked for all students, including those with a disability.<br><br>Targets are set effectively and are appropriate for students with additional needs.<br><br>The curriculum is reviewed to ensure it meets the needs of all students.<br><br>All students are issued with an iPad and have training on how to use the accessibility features on them ot support them in their learning | 1a Review SEN Policies and Procedures in light of DDA's requirements | Identify and review SEN policies relating to DDA | MBO | Annual Review | All policies and procedures incorporate the current requirements of DDA |
| | | | Amend policies as required to incorporate DDA requirements | MBO | As appropriate | |
| | | | Present any amended policies to the Local Advisory board as appropriate | TMA | As appropriate | |
| | | | Communicate new policies to staff via internal communication systems and INSET days | MBO / TMA | As necessary | |
| | | 1b Establish steps to be taken to further meet the | | | Ongoing | All staff are aware of all students who have disabilities and are able to address their |

| | | needs of current disabled students | Ensure that the central record detailing relevant students disabilities and current arrangements is maintained | MBO | Ongoing | current needs. Any additional provision  not provided is identified and included  in an action plan |
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| | | | Identify any additional provision required | MBO | Weekly | |
| | | | Communicate any specific needs to staff | MBO | Annual (Jan) | |
| | | 1c Review existing transfer arrangements to ensure disabled students' needs are being met. | Ensure arrangements for the Sept intake include identifying the needs of  prospective students who have disabilities | MBO | March - July | 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 |
| | | | Identify any specific provision required | MBO | Ongoing | |
| | | | Communicate any specific needs to SENCO | MBO | Ongoing | |

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| | | | SENCO to liaise with outside agencies and update | | | |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of students as required.<br><br>This includes:<br><br>● Ramps<br>● Corridor width<br>● Disabled parking bays<br>● Accessible toilets and changing facilities<br>● Library shelves at wheelchair-accessible height | | Undertake an inspection of the school campus to identify and prioritize areas where improvements may be made<br><br>Ensure all new build incorporates DDA requirements<br><br>Repaint step edges<br><br>Liaise with the transition co ordinator to identify any prospective students requirements for September annually | TMA / SL<br><br><br><br><br><br>TMA/SL<br><br><br><br>SL/GB<br><br>SEV/FDZ | Termly<br><br><br><br><br><br>As required<br><br><br><br>Termly<br><br>Annually in August | The physical environment is adapted where possible to support students with disabilities. |

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| Improve the delivery of information to students with a disability | Our academy uses a range of communication methods to ensure information is accessible. This includes:<br><br>● Internal signage<br>● Large print resources<br>● Braille<br>● Pictorial or symbolic representations | Improving access to written information | Ensure that all staff know which students require amended written information in line with dyslexia friendly initiatives | MBO | Ongoing | Written information appropriate to the individual needs of students with disabilities is provided. Staff are supported in the production of such materials |
| | | | Liaise with SEND Officer to ensure that support for the production of this material is available | ALL | Ongoing | |
| | | | Monitor the quality of any amended written information | MBO | Ongoing | |
| | | | Review the website content and accessibility | FDZ | Annually | |

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