

Winston Way

Accessibility Policy

Date of last review	June 2023	Review period	2 years
Date of next review	June 2025	Owner	SEnCo
Type of policy	Statutory	Approval	LGB

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Winston Way intends, over time, to increase the accessibility of our school for disabled pupils. Winston Way 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.

Definition of Disability

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

The school will ensure that adequate resources are provided for implementation of the plan and the plan will be reviewed regularly.

The school will also ensure that:

- It does not treat disabled students less favourably for a reason related to their disability.
- It makes reasonable adjustments for disabled students so that they are not at a substantial disadvantage.
- It will plan to increase access to education for disabled students, where such improvement to access has been identified.

Access Arrangements and Reasonable Adjustments (JCQ)

“The General Regulations cover...obligations arising from current data protection, equality and freedom of information legislation. However, the general regulations are not intended to be relied upon to ensure compliance with the legislation (Section 6).

A centre will have confirmed its readiness to adhere to these regulations when first approved as a centre (see Section 3, page 4)”. [GR 1.2]

“The head of centre/senior leadership team will...recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect...

The centre must comply with the obligation to identify the need for, request and implement access arrangements...” [GR 5.4]

Physical environment

The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Single Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Winston Way will address the priorities identified in the plan. The plan is valid for three years 2018-20. It is reviewed annually.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Winston Way offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical		Class Teacher SENCo		List of areas staff feel they would like training for.
		Use of ICT equipment	Teachers to be given opportunities to watch Outstanding practitioner			Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCo		Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.

Improve the delivery of written information to pupils	All rooms have signage. Objects of reference are used alongside visual signs for children with SEN.	To improve signage around school including visual clues to aid EAL.	Maintain signage and add more as the school grows	SLT SENCo		Signs to be used around school to identity the use of individual rooms.
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	<p>Pamphlets are available at the front desk to direct parents and visitors to local support networks e'g' child trust</p> <p>Have a TV welcoming parents and visitors with LIVE twitter feed.</p>	SENCo Lead Practitioners		Parents are aware of support groups available to them.

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has stairs to 1 st and 2 nd floor.	Lift already in place. Annual maintenance checks to occur.	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	
Fire alarms	Currently auditory alarm in place	Visual fire alarms installed	Site manager SLT	
Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.		Site manager SLT	
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	
Evac Chairs	Chairs Are in place in the event of a fire	Continue to ensure chairs are maintained and staff trained annually.	Site Team SLT	