



L.E.A.D. Academy Trust

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Waddington All Saints Academy

Accessibility Plan

2022-2025

Policy/Procedure management log

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1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Waddington All Saints academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At All Saints Academy we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice and under t](#)he Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

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

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	Review- September 23
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a highly differentiated curriculum for all pupils.</i></p> <p><i>Quality first teaching is a high focus within all classrooms.</i></p> <p><i>We use resources and adaptations tailored to the needs of pupils who require support to access the curriculum, including the use of IT.</i></p>	<p>Short term</p> <p>To liaise with Nursery providers to review admissions before the start of academic year</p>	To identify pupils who may need additional provision	FS leader/SENCO	Annually-Summer term.	Appropriate procedures/resources are in place to support individual pupils to be able to access the curriculum.	Adaptations are clearly identified for individual pupils new into FS. These are recorded in SEND paperwork and/or a Health Care Plan as appropriate.
	<p><i>Curriculum resources include examples of people with disabilities and this is reflected in lesson planning.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for</i></p>	To ensure all staff have an understanding of the 'Equality Act 2010 and the 'protected characteristics,' as well as an understanding barriers that can prevent equality being realised.	<p>To train all staff on equality and diversity-The National College Unit.</p> <p>PSHE lead to ensure that staff and pupils have current knowledge of the 'protected characteristics'.</p>	<p>Head teacher</p> <p>SLT</p> <p>PSHE Lead</p> <p>SENCO</p>	Autumn term	<p>All staff have completed the NC Equality and Diversity unit.</p> <p>The Equality and Diversity policy and objectives are up to date and shared with all staff and on the website.</p> <p>All members of staff and pupils have an understanding of the</p>	<p>Equality and diversity training is completed annually or at induction. All staff are currently up to date with this training.</p> <p>Next steps:</p> <p>This year's training is</p>

	<p><i>pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Classrooms are optimally organised for disabled pupils within current restraints.</i></p>					protective characteristics.	planned for January 23.
		<p>To ensure that all staff receive appropriate training and are well supported to be able to meet individual needs.</p>	<p>All staff receive appropriate support and training linked to the individual needs within their class.</p> <p>Teaching and Learning Policy and bespoke training covers adaptations linked to specific learning needs.</p> <p>Child on a Page capture these for individuals on the SEND register.</p> <p>LSAs receive bespoke training as required.</p>	<p>Head teacher</p> <p>Deputy Headteacher</p> <p>SENDCO</p> <p>Teachers</p>	<p>Initially Autumn term, then on-going.</p>	<p>All Child on a Pages are in place.</p> <p>Adaptations are clear within planning and classrooms.</p> <p>Teaching & Learning Policy is used as a working document by all teachers.</p> <p>LSAs feel well equipped within their roles.</p> <p>Individual needs of pupils are identified, and supported appropriately.</p>	<p>All Child on Pages are now in place.</p> <p>Teaching & Learning policy has been shared and discussed with new staff and is shared in a central space (PPA room/ G drive).</p> <p>Next steps:</p> <p>Further monitoring of the impact of individual adaptations.</p>
		<p>To establish close liaison with parents, in supporting the individual needs of pupils.</p>	<p>To promote engagement, collaboration and participation with parents/carers and school.</p>	<p>Head teacher, SLT and TLRs.</p>	<p>Ongoing</p>	<p>Engagement and involvement from parents.</p> <p>Parents are part of the process in designing bespoke plans to support individual need.</p>	<p>In place – SEND plans/ HCPs evidence the voice of parents.</p> <p>-All teachers and 1:1 support staff liaise regularly with parents.</p>

						Parents feel listened to as part of the process in supporting their child.	
		To ensure that pupils are in receipt of a broad and balanced curriculum.	<p>To review curriculum, resources, training of teachers and support staff.</p> <p>Complete Curriculum Audit.</p> <p>To seek advice and support from specialist teachers/ other professionals, as appropriate.</p>	Head teacher, SLT and TLRs.	Ongoing	<p>Curriculum audit completed.</p> <p>A clear plan in place to respond to curriculum audit/ action plan and needs of pupils</p>	<p>Nov 23- Curriculum Audit completed by TLRs and next steps identified.</p> <p>Next steps:</p> <p>To complete the actions identified within the action plan.</p>
		To ensure school clubs are offered and attended by all children, who are interested.	<p>Publicise clubs well, so that all pupils are aware of the offer.</p> <p>Identify individual children for clubs that would specifically benefit them.</p> <p>Make appropriate reasonable adjustments to ensure that a disability does not impact on attendance at a club.</p>	TLRs Teachers	Ongoing	<p>Pupils, who attend clubs, are well supported to do so.</p> <p>Staff liaise with parents as appropriate to ensure that the needs of individuals are met.</p> <p>Any child with disability has the same access to clubs as other children, adjustments are in place as appropriate.</p>	<p>Adaptations in place for pupils who wished to attend this term, are in place.</p> <p>Next steps:</p> <p>Ongoing throughout the school year.</p>

		<p>To ensure that classrooms are organised to meet the need of all pupils.</p>	<p>Plan classrooms (furniture/ resources) in accordance with pupil need.</p> <p>Organise resources within classrooms to reflect student need. Outside agency support is accessed as necessary.</p> <p>Ensure classrooms are well resourced to meet individual need and purchases are made as appropriate, within budgets. This includes IT.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Provide quiet areas in school.</p> <p>Think beyond the ramp. Look at all accessibility in all areas of school life.</p>	<p>Headteacher, SENDCO, teachers</p> <p>TLRs</p>	<p>Ongoing</p>	<p>Classrooms are well organised and support the needs of all pupils.</p> <p>Classrooms and individuals have the resources required to enable the curriculum to be accessed.</p> <p>Individual needs are identified and appropriate support is in place.</p> <p>All aspects of school life are accessible for all pupils.</p>	<p>Fully in place to meet the needs of current pupils in school.</p>
		<p><u>Medium Term</u></p> <p>To review SEN provision and attainment of pupils</p>	<p>Analyse Data on termly basis.</p> <p>Monitor adaptations in place to ensure that they are having a positive impact.</p> <p>Termly reviews of SEN targets to ensure that they are appropriate and</p>	<p>SENDCO</p> <p>Teachers</p>	<p>Termly</p>	<p>Termly report from SENDCO indicates progress.</p> <p>B-Squared data evidences that pupils identified with a SEND need are making measureable progress from their start points.</p>	<p>Summer 23- Governor report.</p> <p>SEND paperwork reviewed for Sept 23 to ensure that it clearly evidences pupil progress.</p>

			supporting the pupil to make progress.			Impact of support is evident within SEN paperwork.	
		To promote the involvement of disabled students in school life	To provide the resources necessary on an individual basis, such as wheelchair access, software for visually impaired, alternative communication strategies.	SENDCO/Head teacher	Ongoing	Adaptations in place for individuals- including IT, overlays, etc. Variety of planned activities that reflect and support the needs of pupils.	Clearly evident in all aspects of school life- including productions, whole academy assemblies, inclusion in all visits and experiences.
		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Deputy Headteacher/Governing Body	Annually		Review and shared at the Governors meeting Nov 23
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Door entry system</i> 	To ensure accessibility for all and clarity of signs. Clear identification of room functions. To ensure access needs of all staff, Governors and Parents in the school are met for meetings, open afternoons, etc.	Individual plans written, as required. Complete accessibility audit. Accessibility considered during the planning process of events. Ensure pathways are clear and in the winter checked for ice.	Academy Business Manager/ Site Manager All Staff	Ongoing Ongoing	Access to school buildings and site improved as required. Access to school buildings and site improved as required. School entrance is safe and accessible for all.	Part of H&S work by the Site Manager. Check complete and in place. Accessibility is considered as part of the planning process for specific events, e.g. parent open afternoons.

	<ul style="list-style-type: none"> • <i>Seating area in entrance for all visitors to have the opportunity to sit and rest</i> • <i>Clear signage around the academy.</i> • <i>Walkways are level and deemed as safe.</i> 	<p>Site manager checks include pathways, access and signage.</p> <p>Wheelchair routes are clear and shared, as needed.</p>					<p>Next steps:</p> <p>Accessibility Audit- Spring 23 Site Manager.</p> <p>On-going Site Manager checks.</p> <p>H&S audit.</p> <p>Ensure wheel chair routes are readily available.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations (PECS)</i> • <i>Use of pastel paper for dyslexic students.</i> • <i>Audio formats available</i> • <i>Homework available in alternative formats.</i> 	<p>To ensure that plans are in place for individual disabled children and they are involved as part of the process.</p> <p>To ensure that admin staff and teachers are aware of any personal requirements in relation to communication.</p>	<p>Create access plans as required.</p> <p>Regularly liaise with parents to identify any specific needs.</p> <p>Ensure support is available for communication, as required.</p>	<p>Teachers/ non-teaching staff.</p> <p>Admin team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Enabling accessibility needs to be met where possible.</p> <p>Enabling accessibility needs to be met where possible.</p>	<p>In place for specific individuals.</p> <p>Created in liaison with other professionals and updated as needs change.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Teaching and learning policy
- Behaviour Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Double door access points to all corridors. Corridors in both Key Stage 1 and Key Stage 2 are wide.	None	Academy Business Manager/ Site Manager	
Parking bays	2 x disable parking bays are clearly marked.	None	Site Manager	
Entrances	Main Entrance is double doors, with a key entry system. Bell is at a height accessibly for wheelchair users.	None	Academy Business Manager/ Site Manager	
Ramps	Ramp entrances are situated at various locations around the school to enable access.	Not at this time	Academy Business Manager/ Site Manager	
Toilets	Disabled toilet and shower facility.	none	Academy Business Manager/ Site Manager	
Main Reception area	Wide corridor, with enough space for a wheel chair to wait comfortably.	None	Academy Business Manager/ Site Manager	

	Double door access. Low hatch			
Internal signage	Signage supports movement around school. All doors are labelled to ensure users know what the room is used for.	Not at this time	Site Manager	
Emergency escape routes	All staff know the emergency escape routes (see emergency evacuation plan)	Not at this time	Site Manager	

Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils 	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>
<input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>