



## **Accessibility Plan**

**Version: July 2018**

**This Plan was adopted by:**

**The Directors of Ventrus Multi Academy Trust**

**on ..... (date)**

**Signed by.....Chair of Directors**

**Review Date.....Signed.....**

**Review Date.....Signed.....**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

The Woodwater Academy School Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

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.

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

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

And other relevant policies

Relevant reviews and associated audits will be carried out in a timely, manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

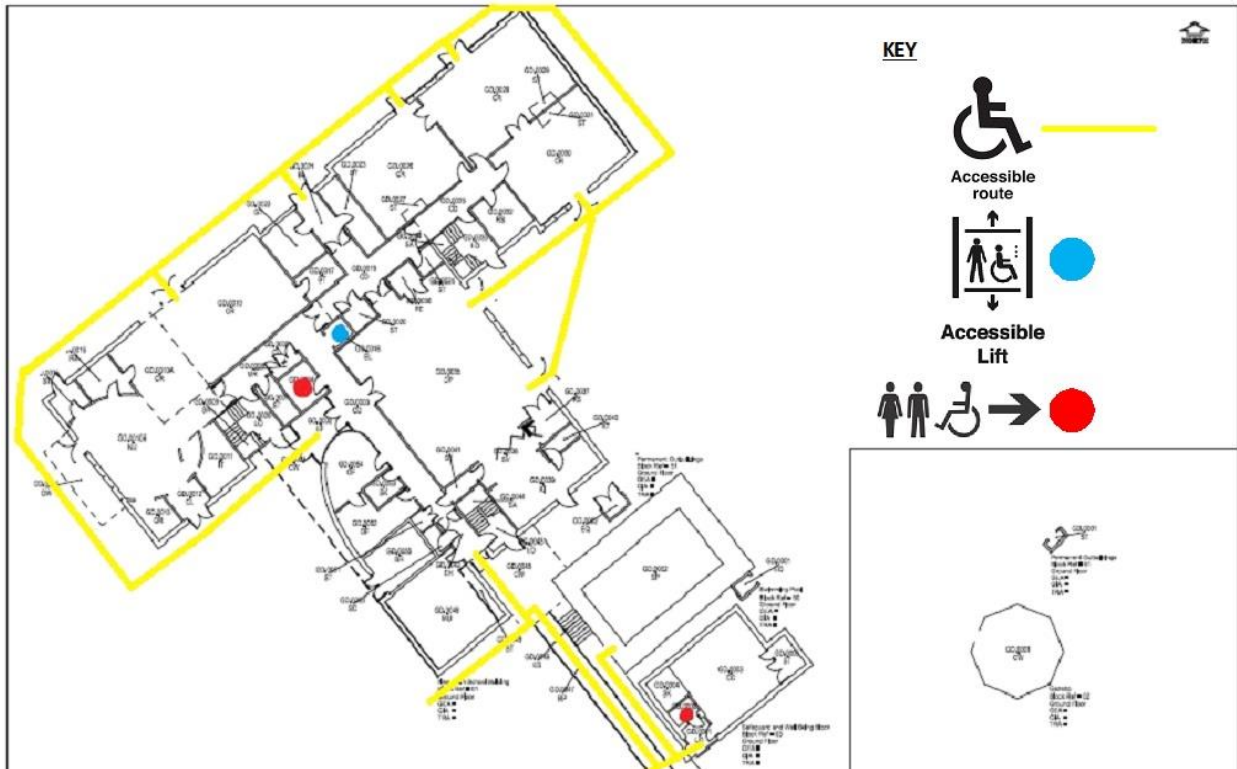
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

A plan of the school buildings showing areas of accessibility is shown below



Wood

**Action Plan A – Improving Physical Access**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		v
2	Wheelchair access to main school building	In place		High		Complete		
3	Disabled parking	Spaces to be provided		Medium		Complete		
4	Disabled Toilet	In place		High		Complete		
5	Changing and Shower facilities	In place		Medium		Complete		
6	Access to upper floor, including emergency evacuation	In place: Lift access, refuge points and Evac Chair		High		Complete		
7	Line marking on steps	Yellow painted lines on external steps, edging on internal stairs In place		Medium		Complete +ongoing upkeep		

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**Schedule 22: Action Plan B – Improving Curriculum Access**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs	Ongoing		v
2	Interventions	SENDCo for Inclusion to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	2018-19	High	Resourcing costs of identified areas to develop	Ongoing		
3	Classrooms are organised to promote the participation and independence of all pupils	SENDCo to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	2018-19	High	Possible resource implications where gaps are identified	Ongoing		
4	Staff training in the production, implementation and review of Provision maps and IEPs and monitoring systems.	SENDCo to deliver staff training to teaching staff.	Autumn Term 2018	High	Not applicable	Jan 19		v

5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SENDCo to deliver training where possible. Identify gaps in knowledge and seek external advice where necessary.	Autumn and Spring Term 2018/19	High	Release time if needed. External specialist costs	Summer Term 2019		v
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**Schedule 23 Action Plan C – Improving the Delivery of Written Information**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable	Ongoing		v
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable	Ongoing		v