

**WREAKE  
VALLEY**



**ACADEMY**

## **Wreake Valley Academy**

# **Accessibility Policy and Plan**

<b>Date of Review</b>	February 2020
<b>Date approved by Local Advisory Board</b>	2 <sup>nd</sup> March 2020
<b>Date of next review</b>	Spring 2022

Signed on behalf of the Governing Body  
Chair of Governors/Chair of Committee

# Wreake Valley Academy

Reviewed February 2020



## ACCESSIBILITY POLICY AND PLAN

### 1. Introduction

All schools must have an Accessibility Policy and Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students; and
- c) make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability 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**.

This is the Accessibility Policy for Wreake Valley Academy. The Accessibility Plan will form an appendix to the policy.

### 2. Other policies

Our Accessibility Policy complements and supports our:

- *Special educational needs and disability policy, the related SEN information for Parents and the local offer;*
- *policy for Supporting students at school with medical needs;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy
- Behaviour Policy
- School Development Plan/Inclusion Development Plan

### 3. Our vision and aims

Wreake Valley Academy wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves.

We want our students to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with SEND and medical conditions, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

#### **4. Current good practice**

##### **Identification**

Wreake Valley Academy asks for information on any special educational needs, disabilities or health conditions in early communications with new parents and carers. We also carefully observe our students' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

##### **Curriculum**

Wreake Valley Academy has improved access to the curriculum through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards, translators, reader pens) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need, and where necessary, with specialist input for those students that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of SEND and medical conditions *eg ASD, epilepsy, diabetes, syncope, attachment disorder* on learning;
- organising classrooms so that they promote the participation and independence of all students;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets, curriculum content and equipment *eg VI, SpLD*
- Students have access to appropriate exam arrangements

##### **Physical Environment**

Wreake Valley Academy has already improved the physical environment of the school to increase access by:

- providing flat or ramped access to as many school entrances as possible;
- installing a wheelchair accessible lift to the first floor;

- dedicating a parking bay for students and families, and visitors with a disability;
- providing an accessible toilet with alarms;
- providing an additional accessible toilet with shower and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- Ensuring lessons are re-roomed where the uniqueness of the building makes access to the top floor outside of reasonable adjustment or the student has a noise sensitivity
- Installing hand rails at appropriate heights and in appropriate locations

## Information

Wreake Valley Academy already makes written information more accessible through:

- modifying written information so that this is available in large print for students with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;

## 5. Implementation

Our Accessibility Plan is intended to show how access to Wreake Valley Academy will be improved for students with special educational needs and disabilities/medical conditions (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help SEND students and those with medical conditions to fully participate in school life.

In doing this, we have thought about:

- how to ensure SEND students and those with medical conditions are as prepared for life as their peers;
- how we can encourage students with a SEND/medical condition to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information gathered through liaison with students, parents, staff and governors.

We will consult with experts when new situations regarding students with disabilities are experienced.

Wreake Valley Academy's Accessibility Plan will be implemented by the Headteacher, Site Manager and SENDCo.

We will strive to ensure that sufficient resources are allocated by Wreake Valley Academy to implement this Accessibility Plan.

## **6. Monitoring**

The Wreake Valley Academy Accessibility Plan covers a three year period but will be reviewed regularly and updated, if needed. It will be monitored through the relevant governor's committee.

The governing body will monitor Wreake Valley Academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Wreake Valley Academy complaints procedure covers the Accessibility Plan.

