



ACCESSIBILITY POLICY (including plan)

Reference this policy is aligned to LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	Sept 24
Next Review Due	Sept 25
Agreed with Teacher Trade Unions and Professional Associations	n/a

Accessibility Policy

1. The Policy Statement

- 1.1. Welland Park Academy is committed to increasing the extent to which people with disabilities can access and participate in the life of the Academy. This commitment is in accordance with section 1.1 of the Academy's Equality Policy, related policies, the requirements of the Disability and Equality Act (2010) and related legislation.

2. Objectives

- 2.1. Increase the extent to which students with disabilities can access and participate in Welland Park Academy's curriculum.
- 2.2. Increase the extent to which adults with disabilities can access and participate in the Welland Park Academy as employees.
- 2.3. Increase the extent to which adults with disabilities can access and participate in the Welland Park Academy's life, as parents of students and as visitors to the Academy, in whatever capacity. For example, as audience members, providing goods and services, as guest speakers, assessors, examiners, inspectors and at parent evenings.

3. Procedures

- 3.1. Paying due attention to accessibility will further ensure our compliance with the Equality Policy. It will be implemented, managed and reported as part of that policy's monitoring cycle.
- 3.2. An assessment of Welland Park Academy's site will be undertaken to evaluate what actions can be undertaken to improve accessibility. Additionally, it will provide guidance where access difficulties are identified.
- 3.3. Welland Park Academy recognises the help and support that disabled individuals, students, staff, parents and voluntary organisations working with the disabled will be able to make with these evaluations and planning.
- 3.4. Welland Park Academy will prepare an Accessibility Plan in line with the assessments made and develop that plan as resources permit.

4. Implementing the Policy

- 4.1. The Accessibility Plan should be implemented.
- 4.2. Progress with the Accessibility Plan should be evaluated annually, with the evaluation of the EP. The annual evaluation of the Accessibility Plan should be overseen by Governors, in conjunction with the Principal and the SENDCo.

The Accessibility Plan

The Accessibility Plan should identify targets by time scale, identify concrete actions, completion dates (and milestones for reporting purposes) and success criteria. These criteria should include an evaluation by student outcome and the canvassing of adult views.

The Accessibility Plan contains actions to:

- Increase the extent to which disabled students can participate in Welland Park Academy's curriculum.
- Improve the physical environment of the academy, for the purpose of increasing the extent to which students with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the academy.
- Improve the delivery of information, which is readily accessible, to students with disabilities.

The Accessibility Plan should be read in conjunction with the Academy's SEND Policy and Information Report and the Accessibility Policy. The Accessibility Policy complies with our funding agreement and articles of association.

Target	Tasks	Timescale	Responsibility	Desired Outcome
Curriculum				
<ul style="list-style-type: none"> Ensure access to appropriate technology for students with disabilities, to allow them to record information in lessons in an appropriate manner. 	<ul style="list-style-type: none"> Priority for use of technology, as required for students with disabilities. Invest in software and technology, as needed. Liaise with the LA Specialist Teaching Services. 	<ul style="list-style-type: none"> As required 	<ul style="list-style-type: none"> SENDCo Subject Leaders IT support 	<ul style="list-style-type: none"> Access to appropriate technology for all students with disabilities.
<ul style="list-style-type: none"> Reflect identified areas of need in lesson planning and delivery. 	<ul style="list-style-type: none"> Teaching staff / Teaching Assistants to plan appropriately to meet the needs of student's with disabilities in their classes. Dissemination of relevant information to all staff via Provision Map and student passports. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> SENDCo Teachers Form Tutors Teaching Assistants 	<ul style="list-style-type: none"> Improved access to the curriculum for all students.
<ul style="list-style-type: none"> Prioritise student participation in extracurricular activities. 	<ul style="list-style-type: none"> Ensure extra-curricular and educational visits are accessible to all students. Promote inclusive sports to all students 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Increased participation in wider school life for students with disabilities.

Target	Tasks	Timescale	Responsibility	Desired Outcome
Curriculum (continued...)				
<ul style="list-style-type: none"> Ensure that all examination access arrangements are considered, applied for and implemented for identified students. 	<ul style="list-style-type: none"> In collaboration with teaching staff, the SENDCo will ensure appropriate testing and reports are compiled to apply to JCQ for examination access. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All staff SENDCo Assessors Exams Officer 	<ul style="list-style-type: none"> All students who are identified are considered for access arrangements. Where access arrangements are awarded, staff will be made aware and arrangements will be implemented to reflect the students' 'normal way of working'.
<ul style="list-style-type: none"> Continue to train both teaching and support staff on different aspects of SEND. 	<ul style="list-style-type: none"> Review the needs of students with SEND. Provide training opportunities for staff. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> SENDCo Local Authority Specialist Teaching Service 	<ul style="list-style-type: none"> All staff to be confident in meeting the needs of students. Bespoke and student specific CPD organised, if necessary.

Target	Tasks	Timescale	Responsibility	Desired Outcome
Physical Environment				
<ul style="list-style-type: none"> Ensure all policies consider the implications of disability access. 	<ul style="list-style-type: none"> Regularly review all policies, in view of accessibility. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Access to all aspects of school life for all students.
<ul style="list-style-type: none"> Ensure that access to school buildings and site meets the needs of all students on roll. 	<ul style="list-style-type: none"> Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget allows. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Site team Principal SENDCo 	<ul style="list-style-type: none"> Access to school buildings and site for all.
	<ul style="list-style-type: none"> Maintain existing disabled access to all areas of the Academy, including: <ul style="list-style-type: none"> Accessible disabled parking Medical room disabled toilets/changing facilities Ramps Contrasting / highlighted steps and thresholds Ensure flags on footpaths are in good condition and laid flat. 		<ul style="list-style-type: none"> Site team Principal SENDCo 	<ul style="list-style-type: none"> Access to school Buildings, activities and site for all.
	<ul style="list-style-type: none"> Make adjustments to rooming to enable the access all activities. 			
	<ul style="list-style-type: none"> Future building 			

	work to fully comply with current disability legislation			
Target	Tasks	Timescale	Responsibility	Desired Outcome
Physical Environment (continued...)				
<ul style="list-style-type: none"> Ensure that classrooms are optimally organised for students with disabilities. 	<ul style="list-style-type: none"> Plan classrooms according to students' needs. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> SENDCo Class Teachers Subject Leaders Teaching Assistants IT Team 	<ul style="list-style-type: none"> Disabled students able to access all lessons.
	<ul style="list-style-type: none"> Appropriate resources within classrooms reflect needs, including: <ul style="list-style-type: none"> Blinds Clear whiteboards Clutter free environments 		<ul style="list-style-type: none"> Site Team Principal SENDCo Class Teachers Subject Leaders Teaching Assistants 	
<ul style="list-style-type: none"> All students and adults to be able to evacuate the building safely in an emergency. 	<ul style="list-style-type: none"> Fire escape plan and risk assessment to be reviewed and updated as required and at least annually. Personalised emergency exit plan implemented for identified students, who require it. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Site Team Principal SENDCo 	<ul style="list-style-type: none"> In the event of a fire all students to be able to exit the building safely.

Target	Tasks	Timescale	Responsibility	Desired Outcome
Information				
<ul style="list-style-type: none"> Availability of documents in alternative formats. 	<ul style="list-style-type: none"> Large print format for letters and policies available. Use of coloured overlays for students and change of background colour on interactive whiteboards. Use of coloured paper, where suggested by professional assessments. 	<ul style="list-style-type: none"> As required 	<ul style="list-style-type: none"> SENDCo Form Tutors Subject Leaders All staff 	<ul style="list-style-type: none"> Improved information to parents / carers with disabilities.
	<ul style="list-style-type: none"> Dissemination of relevant information to all staff via Provision Map, Pupil Passports and SEND Register. 			<ul style="list-style-type: none"> Improved access to learning for students with disabilities.
	<ul style="list-style-type: none"> Modified examination papers ordered, if required. 			<ul style="list-style-type: none"> Improved access to examination materials.

Last Reviewed: September 2024

Reviewed by: SENDCo and Principal

Next Review: September 2025