



Accessibility Policy

Accessibility Plan

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on schools in relation to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare accessibility strategies and accessibility plans for increasing over time the accessibility of schools for disabled pupils (the 'planning duty')

We recognise that these duties are 'anticipatory' – i.e. that schools need to consider the requirements of current and future disabled pupils. This means that we are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

Definition Of Disability

Pupils falling within the definition of disability will have a range of needs, including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions such as multiple sclerosis.

The Disability Discriminatory Act (DDA) states that 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.'

The Education Act (1996) states that 'children have a special education need if they have a learning difficulty which calls for special education provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

Pupils with a disability must not automatically be considered to have a special educational need.

We recognise the need for Win to consider Government policy and to draw up an accessibility plan.

In drawing up this plan we have considered the present situation and future needs under the following headings:

- Physical environment of the school
- The extent to which disabled pupils can participate in the school curriculum
- The delivery of information to pupils and parents

PHYSICAL ENVIRONMENT

The audit of the Win site on accessibility identified the main problems as:

We recognise that there are aspects of the physical environment that can be considered and improved without the requirement of major works. It is these aspects that we will look at over the period April 2011-2015.

1. Access to classrooms

Present situation

The 2 main teaching rooms are on the ground floor and require no action to make these more accessible. The resource room and lab entrance has a small step, and we therefore propose to build a wooden ramp, which can be used against any entrance where disabled access is required.

2. School décor

Present situation

- Classrooms have appropriate lighting.
- Classroom interiors are painted in mainly same colours.
- We have blinds in some rooms.
- The above help to make the school suitable for VI and HI pupils.

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- Redecoration of interior of school – All classrooms have recently been redecorated. However, when they need decorating again we will take advice and consider needs of disabled pupils when choosing colours etc, e.g. contrasting colours.

3. Heights of counters, layout of classrooms, appropriate furniture

Present situation

- We have fixed height chairs in the classrooms

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- Staff will consider classroom layouts on an annual basis taking into account the needs of the particular group of pupils. The layout will be reconsidered if a pupil joins the school after the start of the school year. Where necessary appropriate classroom furniture will be provided.

4. Toilet facilities

Present situation

- Female Pupil toilets are accessible on the ground floor.
- This toilet is DDA compliant.

Accessibility Plan April 2011- April 2015

5. Car parking for the disabled

Present situation

The school has adequate parking facilities.

6. Signs around school

Present situation

Some clear, accessible signs, but extra signage needed.

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Action

- audit of current signs and extra signage purchased.

SCHOOL CURRICULUM

Present situation

- Accessible displays - displays generally appropriate for height of children.
- Accessible storage.
- Work planned well enough in advance to cater for VI pupils.
- No voice activated programmes, 19inch computer screens or modified mouse controls.

Accessibility Plan April 2011 – April 2015

- Annual review of display/storage to take into account needs of each group of pupils
- Audit of current equipment
- Explore range of equipment available
- Consider new equipment in light of pupil and staff needs
- When replacing computers look at 19inch screens/larger mouse
- Staff training on identifying barriers to access

DELIVERY OF INFORMATION

Present situation:

Information only provided in one form

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- Be aware of need to present information (e.g. prospectus/ newsletters/ contact form) in different ways if necessary.

The Win Academy

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

Section 1: How do we deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?
Are our classrooms optimally organised for disabled pupils?	✓
Do lessons provide opportunities for all pupils to achieve?	✓
Are lessons responsive to pupil diversity?	✓
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓
Are all pupils encouraged to take part in music, drama and physical activities?	✓
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, using lip reading?	✓
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓
Do we provide access to computer technology appropriate for students with disabilities?	✓
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓
Are there high expectations of all pupils?	✓
Do staff seek to remove all barriers to learning and participation?	✓

Section 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, outdoor sporting facilities, playground and common room – allow access for all pupils?	✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability, including alarms with both visual and auditory components?	✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓
Are areas to which pupils should have access well lit?	✓
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?	✓
Is furniture and equipment selected, adjusted and located appropriately?	✓

Section 3: How do we deliver materials in other formats?

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	✓
Do we have the facilities such as ICT to produce written information in different formats?	✓
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓

ACCESS PLAN

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term					
Medium Term					
Long Term					