



Windsor Academy Trust  
Manor Way Primary  
Academy

<b>Accessibility Policy (and Plan)</b>	
<b>Responsible Committee:</b>	People and Culture Committee
<b>Date approved by the Board of Directors:</b>	8 December 2022
<b>Implementation date:</b>	December 2022
<b>Next review date:</b>	December 2025

# Accessibility Policy (and Plan)

## 1. Introduction

1.1 The Accessibility policy/plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy/plan must be reviewed every three years.

1.2 WAT aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1.3 **Windsor Academy Trust (WAT) is committed to:-**

- Providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. Providing learning environments that enable full curriculum access that values and includes all pupils/students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Trust.
- Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.

1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. The Local Advisory Body (LAB) will monitor each academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will ensure compliance with that duty.

1.5 This policy has been developed in consultation with our individual academies, staff, Members and Directors.

## 2. Legislation and guidance

2.1 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.

2.2 Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

- 2.3 Academies are required to make ‘reasonable adjustments’ for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.4 This policy complies with our funding agreement and articles of association.

### 3. Purpose of the Accessibility Plan

- 3.1 Each academy is required to develop an Accessibility Plan that has been approved by the LAB. The purpose of the Accessibility Plan is to:
- Increase the extent to which disabled pupils/students can participate in the curriculum.
  - Improve the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
  - Improve the availability of accessible information to disabled pupils/students.
- 3.2 The Accessibility Plan will be used to inform other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:
- Increase access to the curriculum for pupils/students with a disability, expanding the **curriculum** as necessary to ensure that pupils/students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school’s visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils/students in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case by case basis.
  - Improve the accessibility of **written information** to students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

#### **4. Links with other policies**

4.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils/Students with Medical Conditions Policy

#### **5. Monitoring arrangements**

5.1 This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The academy's Accessibility Plan will be approved and monitored by the Local Advisory Body (LAB).

**Local Plan**  
**Access to the Physical Environment**

<b>Aim</b>	<b>Current Good Practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Criteria</b>
<b>Short Term</b>	<i>The environment is adapted to the needs of pupils as required.</i>  <i>This includes:</i>  <i>Ramps</i>  <i>Chair lift to first floor</i>  <i>Corridor width</i>  <i>Disabled parking bay</i>  <i>Disabled toilets and changing facilities</i>  <i>Library shelves at wheelchair-accessible height</i>	To review accessibility to all areas of school	<ul style="list-style-type: none"> <li>Learning Walk carried out focusing on accessibility to both inside and outside environment</li> </ul>	Headteacher SENCo LAB members Site Manager	Reviewed regularly	Accessibility to all areas of school environment evaluated
		To ensure that all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> <li>Evacuation plan in place for identified children</li> <li>Named adult to take control of child's evacuation</li> <li>Individual evacuation plan incorporated into regular fire practice</li> </ul>	Headteacher SENCo Site Manager	Reviewed September each year	Individual plans in place for identified children and named adult fully aware of procedure
		Care room well maintained and all equipment easily accessed	<ul style="list-style-type: none"> <li>SLT members to organise clearance of apparatus stored in care room</li> <li>Regular checks by site manager to ensure care room is well-maintained</li> </ul>	SLT	Reviewed regularly	Care room cleared and maintained in appropriate condition
		All outdoor steps clearly marked and visible	<ul style="list-style-type: none"> <li>Site manager to repaint all yellow lines on outdoor steps</li> </ul>	Site manager	Reviewed regularly	All yellow lines re-painted on outdoor steps
		The school is fully aware of the access needs of disabled children, staff, parents and carers.	<ul style="list-style-type: none"> <li>Access needs are discussed with parents and support agencies upon a child's entry to nursery/reception</li> <li>Access to physical environment is discussed with parents during reviews/parents' meetings.</li> <li>Consult parents, via newsletter, to ensure that their access needs are considered</li> </ul>	Head teacher SLT SENCo	Start of term	Children's access needs addressed and all staff aware Staff/governors' access needs considered Parents' and carers' needs considered

	To ensure that all classroom equipment and resources are accessible for all pupils	<ul style="list-style-type: none"> <li>• SLT to carry out Learning Walk, focusing on accessibility of classroom resources and equipment</li> <li>• SLT to discuss any issues with staff</li> <li>• 1:1 support staff to identify any issues.</li> </ul>	SENCO All staff SLT	April 2020	Classroom resources accessed by all pupils
	Wheelchair access in KS 2	<ul style="list-style-type: none"> <li>• Maintain equipment to provide access where needed.</li> </ul>	Headteacher Business manager	Summer term2020	Easy access for wheelchairs to the classrooms on the firstfloor.

## Access to the Curriculum

Aim	Current Good practice	Objectives	Actions to be taken	Responsibility	Timescale	Success Criteria
Increase Access to the curriculum for pupils with a disability	<i>Manor Way offers a differentiated curriculum for all pupils/students.</i>	Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate for their needs	<ul style="list-style-type: none"> <li>• All staff to consider the needs of pupils in their care, when completing medium and short term planning</li> <li>• Discussion with parents/carers during nursery interviews</li> <li>• Discussion with parents/carers of new pupils</li> <li>• Involvement of outside support agencies</li> <li>• Whenever possible, discussion with child</li> </ul>	Headteacher SENCo Class teachers	Ongoing	Reasonable adjustments made so that all pupils access an appropriate curriculum All parties involved, with common framework, in pupils' learning Child actively involved in own learning
	<i>We use resources tailored to the needs of pupils/students who require support to access the curriculum.</i>	Closely monitor core subject data for pupils with disabilities to ensure progress and achievement	<ul style="list-style-type: none"> <li>• Individuals/groups of children discussed during KS1 and KS2 progress meetings</li> <li>• Any concerns discussed with SENCO</li> <li>• Interventions in place as appropriate and clear review date set</li> <li>• Involve pupil and parents/carers/outside agencies if necessary</li> </ul>	Individual Class Teachers Individual LTAs SENCo	Every half term	Progress of pupils with disabilities closely monitored Interventions in place with clear exit plan Support network put in place if necessary
<b>Short term</b>	<i>Curriculum progress is tracked for all pupils/students, including those with a disability.</i>					
	<i>Targets are set effectively and</i>					

	<p>are appropriate for pupils/students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils/students.</p>	<p>Ensure pupils with disabilities have full access to ICT</p>	<ul style="list-style-type: none"> <li>Assess pupil needs in terms of physical access, ICT software, time</li> <li>Continually review location of touch screen, large keyboards and roller ball in terms of pupil needs</li> <li>Risk assessments in place for all identified pupils</li> </ul>	<p>Headteacher Computing Lead Class teachers</p>	<p>Ongoing</p>	<p>Full and purposeful access to ICT for all pupils with disabilities</p>
	<p>SEND resources are audited and identified to meet need. Orders promptly submitted.</p> <p>CPA / mastery approach to curriculum.</p>	<p>Ensure that work is scaffolded and/or differentiated and resourced appropriately for pupils with disabilities</p>	<ul style="list-style-type: none"> <li>Initial meeting at beginning of academic year with SENCo, class teacher and TA to discuss child's attainment, specific needs and resources</li> <li>SENCo to monitor year group planning – making suggestions, seeking advice from outside agencies, as appropriate</li> </ul>	<p>SENCo Class teacher TAs</p>	<p>Ongoing</p>	<p>Pupils with disabilities accessing a relevant, appropriately resourced curriculum</p>
	<p>Regular CPL sessions focusing on Scaffolding and blended approach to learning.</p> <p>SENCO feeds back on provision for SEN during lesson observations/ learning walks/ book looks</p>	<p>Ensure that pupils with disabilities have equal access to extra curricular activities</p>	<ul style="list-style-type: none"> <li>PE Lead to collate numbers of pupils with SEN accessing extra curricular activities</li> <li>Class teacher/TA to ensure that information regarding extra curricular activities is given to pupil and, if necessary a note made in home/school diary.</li> <li>Person responsible for organising activity to ensure that pupil has equal opportunity for participation</li> <li>Person responsible for organising activity to liaise</li> </ul>	<p>PE Lead Class teacher TA SENCo Activity leader/ coach</p>	<p>Ongoing</p>	<p>Pupils with disabilities given all information regarding extra curricular activities Pupils with disabilities given equal access to extra curricular activities Support in place, if necessary, for pupil participation</p>

	<p>Termly SEND reviews with parents held</p> <p>TAs accountable for interventions- impact of intervention records kept</p>		<p>with SENCo/parents so that support is in place</p>			
--	--	--	---	--	--	--

	<p>Provision plans for children completed and reviewed.</p> <p>SENCO discussions / meetings held with new parents.</p>					
<b>Medium Term</b>	<p>Medical training up to date, sessions booked in to refresh staff knowledge and to train new members of staff</p> <p>SENCO attends trust and LA forums to keep up to date with latest developments and share good practice.</p> <p>Nurture Lead fully trained and also trained to give bereavement support.</p> <p>Good links established with school nurse. Individual, small group and parental interventions in place.</p>	<p>Ensure that Eco Councillors/ School Senate have a voice in accessibility to the curriculum for all pupils</p>	<ul style="list-style-type: none"> <li>• Time allocated for curriculum discussion during school council meetings</li> <li>• Leads to minute discussion taking place on curriculum issues</li> <li>• Leads to feed back to SLT</li> <li>• Learning needs/curriculum carefully considered for all pupils</li> </ul>	<p>Eco Councillors/ School Senators SLT SENCo</p>	<p>Spring term 2020</p>	<p>'Pupil Voice' having impact on accessibility and learning environment for pupils with disabilities</p>
		<p>Ensure that teaching staff and TAs have access to relevant training for specific children</p>	<ul style="list-style-type: none"> <li>• Utilise existing experience/skills when organising classes/as children move year groups</li> <li>• Assess training needs of staff working with specific children</li> <li>• Allocate funding for such training</li> </ul>	<p>SLT SENCo</p>	<p>Ongoing</p>	<p>Increased confidence of staff working with pupils with disabilities</p>
		<p>Ensure that teaching staff and TAs are familiar with current legislation and documentation with regard to disability/accessibility</p>	<ul style="list-style-type: none"> <li>• Identified staff to attend relevant courses</li> <li>• New initiatives/documentation discussed at SLT and shared with staff</li> </ul>	<p>Head teacher SLT</p>	<p>Ongoing</p>	<p>All staff familiar with relevant, current legislation and documentation</p>



<b>Long term</b>	Development of the school field to include a MUGA- even ground for outdoor sports and play.	To develop a range of learning environments and experiences in response to children's needs	<ul style="list-style-type: none"> <li>Continually assess indoor and outdoor learning environments</li> <li>Consider individual pupils' needs – use of work stations, quiet areas and practical equipment</li> </ul>	All staff SENCo	Ongoing	Children able to access range of learning environments and experiences  Eg. workstations as appropriate, EYFS use of outside area, Sensory work with specific children, dyslexia resources, visual
	Intervention rooms and					

	spaces in operation.					timetables, good listening skills
--	----------------------	--	--	--	--	-----------------------------------

## Access to Information

Aim	Current Good Practice	Objectives	Strategies	Responsibility	Timescale	Success Criteria
<b>Short term</b>	<p>Improve the current delivery of information to pupils with a disability</p> <p><i>Our academy uses a range of communication methods to ensure information is accessible. This includes:</i></p> <p><i>Internal signage</i></p> <p><i>large print resources</i></p> <p><i>Pictorial or symbolic representations</i></p> <p>Visual timetables in use.</p> <p>use of iPads in school with accessibility features:</p> <ul style="list-style-type: none"> <li>-enlarge text</li> <li>-audio reader</li> <li>-simplify background</li> </ul>	<ul style="list-style-type: none"> <li>Visual timetables in all classrooms</li> <li>Individual desktop timetable in place for identified children</li> </ul>	<ul style="list-style-type: none"> <li>Pictures/symbols for timetables in 'Inclusion' folder (T drive)</li> <li>SENCo/Phase Leaders to check timetables are clearly visible to all children</li> <li>Children needing individual timetables are discussed during initial meeting each academic year</li> </ul>	Phase Leaders Class teachers SENCo	Half termly	All children having access to a meaningful timetable
		Ensure that school website is continually updated so that parents are able to access current policies and plans	<ul style="list-style-type: none"> <li>Links in place to all relevant policies and plans</li> <li>Parents informed via newsletter</li> </ul>	Office staff SLT LAB Member	Ongoing	Parents able to access policies and plans via school web site
		Ensure that parents are given advance warning, in an appropriate format, of all aspects of school relevant to their child.	<ul style="list-style-type: none"> <li>Class teachers to ensure that all dates are entered in school diary, well in advance</li> <li>Class teachers to consider advance notice to parents when booking visits</li> <li>Information provided via newsletter or class letters</li> </ul>	All staff	Ongoing	Parents given advance notice of all aspects of school relevant to their child  Eg. telephone calls, newsletter, notes home, Parent Mail

	<ul style="list-style-type: none"> <li>-Remote Learning Plans on Website and sent out to Parents</li> <li>-Parent mail/ Class Dojo set up and running for communication</li> <li>- Google Translate for EAL pupils</li> </ul>	<ul style="list-style-type: none"> <li>Identified pupils with significant needs to be provided with information personally; this will be handed to parent/carer or put into child's bag.</li> </ul>				
<b>Medium Term</b>		<p>Ensure that all pupils have an efficient method of recording homework tasks in diaries</p>	<ul style="list-style-type: none"> <li>Class teacher/TA to record for child, if necessary</li> <li>Pre-printed instructions stuck into diaries/ home learning journals, if necessary</li> <li>Home/school liaison books used for further instructions and dialogue with parents, if appropriate</li> </ul>	Class teacher TA Parents/carers	Ongoing	Children and parents have clear understanding of homework tasks
<b>Long Term</b>	<p>Google Classroom up and running for KS1 and KS2</p>	<p>Ensure that all information sent to parents/carers is in a format relevant to their needs: large print, Braille, other languages</p>	<ul style="list-style-type: none"> <li>Audit to establish needs of parents</li> <li>Office to keep up to date records of specific needs</li> <li>Seek advice from outside agencies, if necessary</li> </ul>	SLT Office staff	Ongoing	Parents/carers receiving information which is accessible to them

## Action plan (Template)

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

*The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice.*

*They are not a thorough representation of good practice, and should be adapted to suit your academy's context.*

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>
<p>Increase access to the curriculum for pupils/students with a disability</p>	<p><i>Explain your academy's approach here. Examples:</i></p> <p><i>Our academy offers a differentiated curriculum for all pupils/students.</i></p> <p><i>We use resources tailored to the needs of pupils/students who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils/students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils/students with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils/students.</i></p>			
<p>Improve and maintain access to the physical environment</p>	<p><i>Explain your school's approach here. Example:</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <p><i>Ramps</i></p> <p><i>Elevators</i></p> <p><i>Corridor width</i></p> <p><i>Disabled parking bays</i></p> <p><i>Disabled toilets and changing facilities</i></p> <p><i>Library shelves at wheelchair-accessible height</i></p>			

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Explain your academy's approach here. Example:</i></p> <p><i>Our academy uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>● <i>Internal signage</i></li> <li>● <i>Large print resources</i></li> <li>● <i>Braille</i></li> <li>● <i>Induction loops</i></li> </ul>			
	<ul style="list-style-type: none"> <li>● <i>Pictorial or symbolic representations</i></li> </ul>			

