



## **Weavers Academy Accessibility plan, 2021 - 2024**

### **Section 1: Vision statement**

#### **Purpose of the Plan**

The purpose of this plan is to show how Weavers Academy intends, over time, to increase the accessibility of our school for disabled pupils. Weavers Academy is committed to providing an environment that enables curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### **Definition of Disability**

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

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

#### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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

- Equality Objectives
- Equality Policy
- Staff Development Handbook
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Academy Development Improvement Plan

The Academy's complaints procedure covers the Accessibility plan.

#### Staff Development

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.

#### Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

#### Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Weavers Academy will address the priorities identified in the plan.

The plan is valid for three years 2021 - 2024. It is reviewed annually.

Approved by: .....

Date: .....

Next review date: .....

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

<b>Aim</b>	<b>Objectives</b> <i>State short, medium and longterm objective</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Training for specific staff, including medical, to ensure that they are appropriately skilled to meet the diverse needs represented within the community.	Identification of training needs based upon children presently in school. Identification of staff to undertake training. Release time for staff and opportunities to discuss and embed training upon return.	EHA	Ongoing	Staff trained to deal with specific pupil needs. Feedback from training demonstrates a deeper understanding of specific pupil needs and interventions required. Intervention tracking shows that specific pupils are making progress.
	Raise level of support and provision for pupils with Dyslexia and Dyscalculia	Investment in diagnostic tools to improve identification of pupils. Raising of teacher's awareness through training and support. Investment in resources to support pupils with Dyslexia/Dyscalculia – Dyslexia  Friendly books, coloured overlays, online resources.	EHA	Ongoing	Higher number of pupils identified and using materials. Data for these pupils shows increased levels of progress, particularly in reading/maths
	Develop the use of specific resources, including innovative materials and	Explore the use of various resources to help pupils access learning alongside their peers,	EHA	Ongoing	Pupil feedback identifies positive aspects of modified

	technology to enhance the provision for pupils with a variety of physical, emotional and educational needs	including ear defenders, pencil grips, fiddle toys, etc.			resources/materials across the curriculum.
	Develop Intervention Room to support pupils with a wide variety of disabilities and learning needs, including sensory difficulties and autistic spectrum disorders.	Resourcing of relevant equipment for Intervention Room. Timetabling focused on pupil need. Training provided where required (see above). Monitoring of provision.	EHA	Ongoing/ yearly review of provision	Interventions more effective – data supports this. Staff confident in delivery of programmes, interventions revised and refined regularly to improve quality. Teachers able to see impact of interventions in classrooms.
Improve and maintain access to the physical environment.	Audit classroom environments to ensure learning opportunities are maximised for pupils with disabilities, e.g. visual impairments, hearing impairments, other SEND.	Development of classrooms reflects need of pupils in class as well as potential unidentified needs. Classrooms audited for specific disabilities and individuals as appropriate	EHA	Ongoing/ faculty review yearly	Changes to classrooms across the school reported to LGB. Pupils, parents, teachers able to identify positive impact on learning of specific changes

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is multi-storey	Lift already in place. Annual maintenance checks to occur.	CSX/ SFR	Yearly
	Steps are required to access the classrooms of English (2nd floor), Humanities or Music.	Alternative access is available using the lift in M block. English, Humanities and Music have a classroom on the ground floor. Monitor changing needs of staff, pupils. Some Music facilities not available to students.	CSX/ SFR/ EHA	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Health and Safety walks carried out termly.	CSX/ SFR	Termly
Lifts	Lift next to the canteen to provide access to Maths, MFL and IT	Annual maintenance checks to occur.	CSX/ SFR	Yearly
Parking Bays	Disabled parking bay available at front of school and the leisure centre.	Monitor use. Additional bays to be allocated if required.	CSX/ SFR	Ongoing
Entrances	Main entrance accessible, lift available, hall accessible.	Monitored, check for accessibility.	CSX/ SFR	Ongoing
Ramps	Moveable ramps available for wheelchair access.	Monitor use and need.	CSX/ SFR	As needed
Toilets	Disabled toilet available in S Block, Admin block and the Leisure Centre. We also have shower facilities in the Leisure Centre and we have a fully compliant	Regular checks for accessibility, cleanliness and damage.	CSX/ EHA	Ongoing
Internal signage	Signage around the school is clear.	Refine languages used, see above. T	CSX/ EHA	Ongoing

Emergency escape routes	Labels well and clearly displayed throughout school. Emergency lights above door.	Continue to ensure signs are maintained.	CSX/ SFR	Ongoing
	Fire evacuation plan in place and communicated.	Reviewed at least yearly.	CSX/ SFR	Yearly