



# Whitburn Church of England Academy Accessibility Plan 2020

## Preface

The Academy Vision and Values can be found here: <https://www.whitburncofeacademy.org/about-us/academy-ethos.html>

This policy and its associated procedures are based on these key principles and values.

### **Accessibility Plan 2020:**

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled students to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

### **Mission Statement:**

At Whitburn Church of England Academy, we strive for excellence and aim to help all of our students make appropriate progress. The school is a happy, inclusive community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities.

At Whitburn Church of England Academy, we are committed to developing a culture of inclusion, support and awareness within the school.

Whitburn Church of England Academy, in accordance with the Equality Act 2010, defines a person has a disability if:

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

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure Whitburn Church of England Academy does not discriminate against a student in the way it provides education for the student (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three year period, which will be constantly monitored ahead of the review date.

The Accessibility Plan shows how access is provided for disabled students, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for students with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that students with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Provide quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.

- The provision of specialist or auxiliary aids and equipment, which may assist students in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to students, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents. Where appropriate this document will be reviewed in consultation with the local Diocese and relevant experts.

## **1. Aims**

- Increase access to the curriculum for students with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to students

## **2. Current good practice**

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible students. The Academy works very closely with all parents to establish an effective relationship where the welfare and progress of the child is central. The Academy is also committed to effective multi-agency intervention. Data regarding students' needs is regularly reviewed with parents/carers of students to ensure alterations are accurate and needs are addressed

### **Physical Environment**

All students are given the opportunity to participate in a range of in class and extra –curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for students with social/interaction impairments, afterschool clubs for students with physical impairments, school trips for students with medical needs; however adjustments are made to allow participation where practicable. Access to all areas of the school is excellent; all areas have wheelchair access; disabled students have the use of the two lifts and several accessible toilets are available on each of the three floors in school. The Sixth Form building also has wheelchair access, lifts and accessible toilet facilities.

## **Curriculum**

Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require for example but not exclusive to additional practical aids including access to ICT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the student, parents/carer and the relevant teams supporting the student.

All students will be encouraged to increase their participation in ensuring the school is accessible to all – physically, mentally and socially. Academy Prefects and Sixth Form students will support this. Disabled students are actively involved in school plays and trips. There are no students who do not participate because of accessibility. Facilities such as the Library are additionally available for all vulnerable students.

There are regular reviews at student, departmental, faculty and Academy level to help to ensure that:

- progress is monitored
- successes and failures are shared and inform the next steps
- the views of students and their parents/carers are sought and incorporated into the reasonable adjustments that the Academy makes.

These reviews are assessed by the use of the students' full and interim reports, discussed on Parent/Carers' Evenings with parents/carers, individual parent/carer meetings and SEND Reviews, PSP meetings and RAP meetings.

## **Information**

Most information regarding the academy and student progress is available electronically for parents and students. Information about general school events is available via the school website. 'Go for Schools' is accessed by a parent log in to allow parents to review their child's progress. School staff are always readily contactable by telephone, via the main school office. The school's email address is printed in the students' planner and available via the website. Parents can email the school and these emails will be forwarded to specific staff, where appropriate. Summaries of student review meetings are always typed and posted home. Parents can request alternative forms of written communication if necessary.

Using the SIMS package and Go4Schools to collect information we are able to identify all students with additional needs at every level and also students who have an Education Health Care Plan. Within Go4Schools we collect and analyse all student data and track student achievement putting in additional support when concerns are identified.

### **3. Access Audit – Please see Appendices 1, 2 and 3**

### **4. Developing the Accessibility Plan**

Students are consulted about the school provision through the Junior Leadership Team and other invited students as appropriate.

Staff involvement in developing the plan has been an integral component of the teaching and learning focus which centres on our Academy's principles. The SEN Co-ordinator and HoLs regularly inform the staff about current strategies concerning groups of students or individuals.

Parents are consulted during termly SEND review meetings; they all acknowledge the contribution made by the Excellence and Inclusion staff.

Learning Support Assistants are employed to help the learning of all students but specifically for those who have problems accessing the curriculum. Inclusion Support Assistants are an integral part of Teaching and Learning. They are often the initial response to any issues raised by either students or parents/carers. During the school day the ISAs are in lessons where extra help is required, around the school at breaks and lunchtimes and look into any issues which may arise. SMT, Heads of Learning and ISAs carry iPhones so they can be contacted at any time.

Academy records show all students with SEN and/or a known disability, any actions involving students and the outcomes that have been achieved e.g., feedback from individual students and parents/carers etc.

### **5. Reasonable Adjustments**

The effectiveness of the reasonable adjustments varies. The individual student is always uniquely looked after. The variety of adjustments could include:

- additional, regular work experience to allow the student to be involved in real life work but also appreciate the relevance of school based lessons
- leaving the classroom early/late to allow freedom and safe movement around the corridors
- working in the Quiet Room for a specific period during the day, week or a longer period
- when there has been long term illness/injury the collection of work missed and also accommodating the delay in handing in of homework or assignments

- after school and lunch time provision to allow students to keep pace with the learning

## 6. Contractors & Procurement

Catering staff at the Academy ensure that students are aware of what is included in individual dishes. Students with specific food allergies have medical plans and all nuts and shell fish have been removed from dishes offered on the menu. Dishes including coconut have a notice clearly visible. Midday Supervisory Assistants are aware of students who need help – this is an on-going training issue which is updated as needs arise.

### Accessibility Action Plan

*Aim 1 - To increase the extent to which SEND students can participate in the school curriculum.*

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
To plan and support transition	Liaise with previous educational establishments (primary or secondary as appropriate) To identify students who may need additional to or different from provision.	When transition meetings take place (in Y5/Y6)	SENCO, Head of Learning Y7, Head of Transition, Excellence & Inclusion Manager	Support plan produced and/or review of EHCP
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Sept 2018	Head of School SENCO AHT Pastoral	All SEND and accessibility policies clearly reflect inclusive practice and procedure
To establish close liaison with parents/	To ensure parent and student voice is documented in collaboration between school and families.	Ongoing	Excellence and Inclusion Staff	Regular review meetings (at least termly) and a clear

carers			SENCO AHT Pastoral	collaborative approach
Effective close liaison with outside agencies for students with additional needs	To ensure collaboration between all key personnel. Sharing information about the child's needs if appropriate and when necessary.	Ongoing	Excellence and Inclusion Staff SENCO AHT Pastoral	Regular review meetings and sharing of advice/ strategies
To ensure full access to the curriculum for all.	Seek advice from specialist services, briefings / CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered if appropriate and practicable</li> <li>• Effective deployment of trained support staff</li> <li>• Use of ICT equipment when needed</li> <li>• Access to additional practical aids,</li> <li>• Access to alternative assessment arrangements where appropriate</li> <li>• Access to counselling when required</li> <li>• Explicit teaching of generalising skills from one context to another</li> </ul>	Ongoing	SENCO, Teaching staff LSAs/ISAs Outside agencies	Learning walks Book scrutiny Review meetings Classroom observations
To promote the involvement of students with SEND in classroom discussions/activities when teaching – and ensure at least expected progress made	Give alternatives to enable SEND students to participate successfully in lessons  Create positive images of disability within the school  To finely review all attainment and progress of all SEND students. Scrutiny of assessment systems and regular liaison with parent/carers and students.	Ongoing   At each data capture point (termly)	Whole school approach   SENCo and AHT Assessment. HoLs and AHT	Learning walks Book scrutiny  Through student, parent/carer and staff voice, ensure the needs of all represented within school  Progress made towards targets
To deliver findings	Present to link governor on a termly basis (and	As required. Termly	SENCO	Governors fully informed

to the Governing Body	Pupil Intervention Committee)	meetings with SEND Governor	SEND Governor	about SEND provision and progress
-----------------------	-------------------------------	-----------------------------	---------------	-----------------------------------

**Aim 2** - To improve the physical environment of the school

<b>Tasks /Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Improve physical accessibility of school	Produce signage directing visitors from the Main school and Car park to the Sixth Form Block and ensure provision of disabled car parking spaces outside of Sixth Form block	Complete Easter 2018	Senior Business Officer & Premises Staff	Signs produced and disabled bays marked up
	Ensure door closers / mechanisms are set to delay action closure to ensure access for wheelchair users	Easter 2018	Senior Business Officer & Premises Staff	Door closers operational
	Produce signage to make internal areas of sixth form block more accessible to users with disabilities. Including: <ul style="list-style-type: none"> <li>• Stairwell signs</li> <li>• Directions signs</li> <li>• Classroom signs</li> <li>• Accessible maps of building layout</li> <li>• Accessibility information available for visitors (including audio and large print format). Main School as well</li> </ul>	End of Summer Term 2018	SMT & Premises Staff	Signs produced and fitted
	Ensure visitors to the Sixth Form block with hearing impairments are included. Investigate feasibility of installing induction loop system to Sixth Form block	End of Summer Term 2018	SMT & Senior Business Officer	Prices obtained and reviewed at SMT
	Ensure appropriate training takes place: <ul style="list-style-type: none"> <li>• for catering staff in serving students with sensory disabilities</li> <li>• for Teaching and LSA staff in best practice for students with visual impairments</li> </ul>	End of Summer Term 2018	SMT and SENCo	Training delivered and evaluated

	<ul style="list-style-type: none"> <li>Response to emergency cord being pulled in disabled toilets</li> </ul>			
To ensuring all members of the school community with a disability are included	Create access plans for individual students as required	With immediate effect and to be regularly reviewed with student and parent/carers.	SENCO Excellence and Inclusion staff	Range of needs met, all members of school community are included
To ensure that the medical needs of all students are met fully within the capability of the school	Parental / student liaison, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect, to be regularly reviewed with student and parent/carers.	Medical Officer. Excellence & Inclusion Manager, Heads of Learning, SENCO and DHT Pastoral	Range of needs met within school's capability.

**Aim 3** - To improve the delivery of information to students with SEND and parents of children with SEND.

<b>Tasks /Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure access to information by parents, staff and visitors.	Communicate with parents in a format that is appropriate for them.	Ongoing	Office staff and Inclusion Staff	Parent/Carer feedback indicates they feel well informed
Improved access to written information for students.	Providing in class support such as appropriate font size, overlays, IT support etc., including books in the school library.  Ensure signage around the school is accessible.	Ongoing	SENCo, in liaison with Excellence and Inclusion staff and teaching staff	Students have improved access to written information  Students making appropriate progress  Students included in the school community

<b>Accessibility Plan</b>		
<b>Linked to</b>	<ul style="list-style-type: none"> <li>• <b>Appendix 1 – Access Audit Main School</b></li> <li>• <b>Appendix 2 – Access Audit 6<sup>th</sup> Form</b></li> <li>• <b>Appendix 3 - Access Audit</b></li> </ul>	
<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
23 <sup>rd</sup> January 2018	1.0	Agreed by the Governing Body
<b>Revision Date</b>		
10th November 2020	2.0	Agreed by the Governing Body