



Woodkirk Academy

ACCESSIBILITY PLAN

**Approved by the
Teaching & Learning Committee
on 2 March 2017**

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1. INTRODUCTION

- 1.1. Woodkirk Academy is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.
- 1.2. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

2. DEFINITION OF DISABILITY

- 2.1. The Equality Act (2010) states that a person has a disability **‘if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day to day activities.’**
- 2.2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

3. KEY OBJECTIVE

To reduce and eliminate barriers to allow access to the curriculum and to enable full participation in the school community for students, prospective students and our adult users with a disability.

4. PRINCIPLES

- 4.1. Woodkirk Academy recognises its duty under the Equality Act 2010.
- 4.2. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the ‘reasonable adjustment’ duty).

5. TEACHING AND LEARNING SUPPORT

- 5.1. As set out in the SEND Policy, Woodkirk Academy have:
 - 5.1.1. SEND teams who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
 - 5.1.2. SEND teams who are equipped to deal with a range of disabilities experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
- 5.2. Woodkirk Academy has procedures for dealing with accessibility in advance of a child or young person’s arrival or, in the case of the emergence of a disability

during a child or young person's time at the Academy, as soon as is reasonably possible, by considering and making available:

- 5.2.1. appropriately modified resources and materials.
- 5.2.2. appropriately modified teaching approaches.
- 5.2.3. the use of ICT aids where appropriate.
- 5.2.4. personalised provision and support.

6. THE PLAN

6.1. This plan sets out the proposals of the Academy's Governing Board to increase access to education for disabled students in the three areas required by the Equality Act:

- 6.1.1. increasing the extent to which disabled students can participate in the curriculum;
- 6.1.2. improving the school environment to increase the extent to which disabled students can take advantage of education and associated services; and
- 6.1.3. improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

6.2. Our Accessibility Plan will be resourced, implemented, reviewed and revised as necessary. Appendix 1 – *Accessibility Action Plan* - shows how we will address the priorities identified in the plan.

6.3. Purpose and direction of the Academy's plan : vision and values

- 6.3.1. The Academy is a fully inclusive school. We encourage all students to do well and reach their full potential. All staff and visitors are included in our inclusive ethos.
- 6.3.2. We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect the parents' and child's right to confidentiality. The school is committed to ensuring equality of education and opportunity for all disabled students, staff and those receiving our services. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life. Our Admissions Policy does not discriminate against disabled students.
- 6.3.3. We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum:
 - 6.3.3.1. setting suitable learning challenges;
 - 6.3.3.2. responding to students' diverse learning needs; and
 - 6.3.3.3. overcoming potential barriers to learning and assessment for individual and groups of students.

- 6.3.4. We have set the following priorities for the development of the vision and values that inform the plan:
 - 6.3.4.1. continue to provide a student buddy as required for disabled students;
 - 6.3.4.2. continue to work on issues such as awareness raising in school;
 - 6.3.4.3. provide classroom support via Teaching Assistants as appropriate; and
 - 6.3.4.4. write and follow an individual risk assessment as appropriate for students with permanent and temporary disabilities.

6.4. Information from student data and audit

- 6.4.1. We have undertaken an audit of all students to identify disability and how the identified needs can be met, and will continue to do so for new individual students who arrive at the school and for future intakes.
- 6.4.2. There are currently six students on EHC plans. The Vice Principal - Years 7 and 8 is informed at the earliest opportunity in the transfer process of students who will be moving into the school with a statement or disability allowing us to plan accordingly before a student's start date.
- 6.4.3. The SENDCo provides information annually for all teaching and support staff about all students identified with SEN. Reviews take place regularly throughout the school year and the SENDCo updates staff by email and via the OPT system.
- 6.4.4. A comprehensive database on Staffshare provides detailed information on all relevant students.
- 6.4.5. The First Aider provides information for staff about students with identified medical needs, via the school OPT system and SIMS. She is also involved in the process of preparing individual medical plans and student risk assessments as required, and for organising annual epi-pen and buccal midazolam training for staff willing to be trained. The First Aider contacts individual staff annually, asking them to provide details of students with serious medical needs.
- 6.4.6. We do not limit access to any aspect of the school curriculum to any student except:
 - 6.4.6.1. some Physical Education activities where participation may be difficult/inappropriate;
 - 6.4.6.2. MFL may be disapplied for some students with lower levels in literacy;
 - 6.4.6.3. students with nut allergies may be limited to restricted practical work in food technology; and
 - 6.4.6.4. limited access to PCs in ICT lessons for students with epilepsy.

- 6.4.7. The First Aider is responsible for the care and administration of medication and there are individual arrangements made with students as required.
- 6.4.8. We liaise and provide work for the relevant hospital where students are absent for long periods or receiving invasive treatment such as chemotherapy.
- 6.4.9. Students have extra numeracy and literacy lessons at Key Stage 3 to enable them to progress and access the curriculum more successfully. Where needed, support is given to individual students during exam periods when dispensations from the examination boards have been requested.
- 6.4.10. All students are encouraged to take part in extra-curricular activities and join in school trips.
- 6.4.11. Staff are trained in the administration of buccal midazolam so that two members of staff can accompany epileptic students on trips.
- 6.4.12. For residential trips an adult is always included in the staffing to be responsible for the medical requirements of the trip.
- 6.4.13. The following priorities have been set for the development of information and data to support the school's Accessibility Plan:
 - 6.4.13.1. school's policies and procedures relating to anti-bullying, school trips, teaching and learning;
 - 6.4.13.2. curriculum;
 - 6.4.13.3. analysis of outcome data – end of Key Stage;
 - 6.4.13.4. achievements in extra curricular;
 - 6.4.13.5. research relevant children in future intake;
 - 6.4.13.6. complete information on significant disability register; and
 - 6.4.13.7. highlight in exclusion record students with disabilities.

6.5. Views of those consulted during the development of the plan

- 6.5.1. All students, staff, parents, governors and lettings users were asked to complete a questionnaire outlining what the school needed to do in order to meet their identified needs. The needs identified by the staff have already been addressed.
- 6.5.2. There were no identified needs by users of the premises.
- 6.5.3. A group of students with a recognised disability have been consulted and contributed to the preparation of the school's Disability Equality Scheme and the Accessibility Plan.

- 6.5.4. Parents with disabilities were approached and asked to be involved in the preparation of the Disability Equality Scheme and the Accessibility Plan.
- 6.5.5. The views of all those consulted have been taken into account and will form part of the Action Plan.
- 6.5.6. The following priorities have been set in respect of consultation on the plan:
 - 6.5.6.1. to improve building accessibility as modernisation takes place;
 - 6.5.6.2. to undertake further consultation with parents of disabled students; and
 - 6.5.6.3. to undertake further consultation with staff who have a recognised disability

6.6. Increasing the extent to which disabled students can participate in the school curriculum

- 6.6.1. The National Curriculum states that an inclusive curriculum must:
 - 6.6.1.1. set suitable learning challenges;
 - 6.6.1.2. respond to students' diverse learning needs; and
 - 6.6.1.3. overcome potential barriers to learning and assessment for individuals and groups of students.
- 6.6.2. The Academy conforms with this requirement. No students are denied access to any part of the school curriculum due to disability other than outlined in section 6.4. We have an excellent reputation locally for meeting the needs of all students, including those with disabilities. Staff receive training in making the curriculum accessible to all students and are aware of its importance.
- 6.6.3. In addition, all students are encouraged to participate fully in all aspects of school life beyond the formal curriculum including:
 - 6.6.3.1. recreation time;
 - 6.6.3.2. special events – sports days, Awards Evening;
 - 6.6.3.3. extra-curricular activities – after school clubs and breakfast clubs; and
 - 6.6.3.4. school trips.
- 6.6.4. We have set out the following overall priorities for increasing curriculum access:
 - 6.6.4.1. to ensure that all aspects of curriculum reviews pay due regard to current legislation;
 - 6.6.4.2. continue education for staff on inclusion matters;

- 6.6.4.3. brief staff on legal requirements of the Equality Act (2010);
- 6.6.4.4. continue to monitor the participation in school life of disabled students, to include:
 - levels of attainment;
 - patterns of attendance and exclusion;
 - participation of students in extra-curricular activities;
 - site access; and
 - off-site activities;
- 6.6.4.5. continue to develop working practices with the educational psychologist – speech and language, partially sighted and school nurse;
- 6.6.4.6. analyse deployment of learning support; and
- 6.6.4.7. investigate staff training to meet specific needs in teaching and learning.

6.7. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

- 6.7.1. Woodkirk Academy is fully inclusive and we are working to improve the physical environment for all students, staff, visitors and premises users. We will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.
- 6.7.2. The office development at the front of the Academy incorporates a ramped access with a separate visitor seated waiting area. The medical room offers facilities for all.
- 6.7.3. Disabled students, staff and visitors are at the forefront of any plans for school alterations. We recognise the need for disabled toilets within the school. Currently the school has 6 disabled toilets (male and female).
- 6.7.4. The SENDCo has the capacity to purchase specialist equipment which can be loaned to staff and students to assist with teaching and learning.
- 6.7.5. Any planning/refurbishing of school buildings and site will consider Equality Act (2010) legislation for all future planning/refurbishing of school buildings and site.

6.8. Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

- 6.8.1. All information can be produced in large print where appropriate – handouts, timetables, worksheets, notices, examination papers etc.

- 6.8.2. Work is differentiated in curriculum subject areas and this includes the use of simplified language, symbols and pictures to make it easier for students with literacy difficulties.
- 6.8.3. Colour coded school maps can be given to students finding difficulty with a black/white version.
- 6.8.4. Where necessary, Woodkirk Academy will contact and liaise with external professionals to aid our students in accessing all relevant information and the full curriculum.

6.9. Making it happen

- 6.9.1. The Governing Board oversees the delivery of the Academy Accessibility Plan. The Teaching & Learning Committee is responsible for annually reviewing the Plan and revising after a three year period.
- 6.9.2. This Plan will contribute to the review and revision of related school policies, for example:
 - 6.9.2.1. School Development Plan;
 - 6.9.2.2. SEF;
 - 6.9.2.3. SEND Policy;
 - 6.9.2.4. Equal Opportunities policy; and
 - 6.9.2.5. Curriculum and other relevant school policies.

Appendix 1

Target	Strategies	Timescale	Responsibilities	Success criteria
Establish close liaison with outside agencies for students with ongoing needs	Timetabled meetings with outside agencies	Ongoing	Vice Principal – Teaching & Learning SENDCo Vice Principals – Behaviour & Safety	Clear collaborative working approach
Maintain buddying system within school	Identify appropriate buddy	Ongoing	Year Tutors Vice Principals – Behaviour & Safety Student Support Worker – B16	Improved wellbeing and academic achievement
Ensure full access to the curriculum for all students	Appropriate support, advice and guidance for all option choices. Development and sharing of resources from the Teaching & Learning Group	Ongoing	Senior Leadership Team SENDCo Teaching staff Teaching & Learning Co-ordinators.	All students supported and accessing the school curriculum
Students are involved in all classroom activities	Provide where appropriate materials and software and hardware	By Summer term 2017	Vice Principal – Teaching & Learning SENDCo Teaching staff	The needs of all students are met wherever possible.
Maintain a fully functioning 'nurture' unit (B16)	Ensure appropriate learning and resources meet the needs of individual students	Ongoing	Vice Principal – Behaviour & Support (Years 7 to 9) Student Support Worker – B16	Students are successfully integrated / reintegrated into main school.

Target	Strategies	Timescale	Responsibilities	Success criteria
Prepare for the possibility of receiving any students with significant sight, hearing or physical disabilities.	Consultation with the LA and primary feeder schools on potential new students in Y7 and review current provision. Consider the implications of making reasonable adjustments to the Academy to be able to meet these students' needs.	Immediate and ongoing	Principal Vice Principal – Teaching & Learning SENDCo Pastoral Co-ordinator	All new students are equally able to access the curriculum. Results of stakeholder surveys.
Analyse data of students with additional needs and students with an EHC Plan (also consider PP, MAA, ability)	Monitor identified cohort		Vice Principal – Student Progress Vice Principal – Teaching & Learning SENDCo	Student achievements in line with targets
Comply with Equality Act 2010 legislation.	Maintain up to date register of SEND students and students with medical needs	Ongoing	SENDCo HR Manager First Aider	All staff are aware of students specific needs
Monitor exclusions among students who need additional support or have an EHC	Timely interventions and support	Ongoing	Vice Principal Behaviour & Safety (Years 10 & 11) Pastoral Co-ordinator SENDCo	Number of SEND students excluded does not exceed expectation

Target	Strategies	Timescale	Responsibilities	Success criteria
Plan				
Identify students and staff with accessibility needs	Consult with future new staff and parents of new students re needs. During the Year 6 induction period liaise with primary schools and audit needs. New staff to complete <i>Equality</i> questionnaire	Ongoing	Vice Principal – Behaviour & Safety (Years 7 to 9) Year 7 Year Tutor Pastoral Co-ordinator HR Manager HR Administrator	School fully informed, and the needs of staff and parents are met where applicable
Ensure Governors are informed of SEND cohort progress	Teaching & Learning Committee to receive updates on SEND and the Accessibility Plan	Annually	Vice Principal – Teaching & Learning SENDCo Vice Principal – Behaviour & Safety (Years 7 to 9)	Governors fully informed about SEND provision and progress.

Target	Strategies	Timescale	Responsibilities	Success criteria
Ensure compliance when improving the physical environment of the school	Identify appropriate funding opportunities. Take into account needs of students, staff and visitors when planning and undertaking future improvements and refurbishments.	Ongoing	Principal Bursar	Inclusive environment for all within the confines of existing structures.
Seek the views of the student body	Consult with the Student Leadership Group and Sixth Form Council	Ongoing	Vice Principal – Behaviour & Safety (Years 7 to 9) Head of Sixth Form	Students are engaged in school and feel valued. This will be evident from the annual behaviour and safety surveys conducted across the school. In addition, there will be an increase in positive referrals and a decrease in the various sanctions
To ensure Cover Supervisors and supply teachers are aware of SEND with regard to classes being covered	Produce context files and seating plans	Ongoing	Vice Principal – Teaching & Learning HoDs Teaching Staff	Cover Supervisors and supply staff are aware of the specific needs of students when covering classes
Monitor guidelines for school evacuation procedures		Annually	Vice Principal – Behaviour & Safety (Years 7 to 9) HR Manager	All employees, students and visitors are aware of correct evacuation procedures for disabled students, staff and visitors