



Windsor Academy Trust
(Windsor High School and Sixth Form)

Accessibility Policy (and Plan)

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Responsible Committee:	People and Culture Committee
Date approved by the Board of Directors:	8 December 2022
Implementation date:	December 2022
Next review date:	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 schools 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 Students with Medical Conditions Policy

5. Monitoring arrangements

5.1 This policy document and plan will be reviewed every three 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).

Windsor High School and Sixth Form

Action Plan

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils/students with a disability</p>	<p>Windsor High School and Sixth Form offers the same ambitious curriculum to all students. Our curriculum is adapted to meet the needs of all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils/students.</p> <p>Digital technology is utilised through the WAT 1:1 device programme to support and enhance access to curriculum and research materials</p>	<p>By the end of the academic year, review and update the existing curriculum support resources to ensure they are tailored to the specific needs of students who require additional support, as determined by a review of data on student progress and feedback from both students and teachers.</p>	<p>Student voice to be collated</p> <p>Learning walks to be completed to identify good practice and areas for further development</p> <p>FD's to analyse SEND data at each entry point</p>	<p>DCA/LKE</p> <p>DCA</p> <p>Faculty Directors</p>	<p>April 2023</p> <p>March 2023</p> <p>April 2023</p>	<p>Updated student voice, which can be used to inform any updates required for students</p> <p>Learning Walks completed a good practice shared with staff</p> <p>Data analysis report done for SEND students and completed at each data entry point.</p>

Improve and maintain access to the physical environment	<p>The school has a mixture of building types and ages varying from the original 1939 building to the Sixth Form, which opened in 2010. The school takes reasonable measures to ensure access, but financial, practical and design constraints apply. Physical aids include low threshold external doors in some buildings, external ramps, handrails and appropriate adapted toilet and changing facilities. There are disabled parking bays on site There are lifts in the Darwin block and Sixth Form block.</p> <p>The environment is adapted to the needs of pupils as required. The School is proactive in ensuring the timetable is adjusted for any student with physical difficulties and equal access is provided to the teaching facilities through alternative rooming with the same equipment. Reasonable adjustments will be made to ensure access.</p> <p>The School will take into account the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.</p>	Installation of evacuation chairs in Sixth Form and Darwin blocks.	Meeting: Headteacher, SENCo, Assistant SENCo, Site Manager	DCA / MMA	Feb 2023	Decision on whether to proceed and funding in place. If funding is secured then the below will take place.
				MMA	Aug 2023	Appropriate evacuation chairs and communication links in place.
		Staff training in use of evacuation chairs	Staff training	MMA/LKE	Aug 2023	Staff will be appropriately trained to use the evacuation chairs
		Planning of system for the safe use of evacuation chairs	Review and modification of Fire safety and evacuation procedures	MMA/BMO	Aug 2023	New system in place and all staff aware of changes.

Improve the delivery of information to pupils with a disability	<p>Windsor High School and Sixth Form uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Provide training to all teachers on at least two different assistive technology tools that can be used to improve the delivery of information to pupils with a disability, as determined by a review of the needs of pupils with a disability in their classrooms.</p> <p>Ensure that teachers are consistently using at least one assistive technology tool to deliver information to pupils with a disability, as determined by observations and evaluations of their classroom practices and feedback from pupils with a disability and their parents or guardians.</p>	Staff Training	DCA/LKE	April 2023	<p>Staff will confidently use assistive technology to support students with a disability to ensure they make progress in line with their peers.</p> <p>Parent and student voice will confirm appropriate provision is in place.</p>
			Learning Walks	LT	April 2023	
			Parent Voice	DCA/LKE	June 2023	
			Pupil Voice	DCA/LKE	June 2023	