



Windsor Academy Trust

(Windsor High School and Sixth Form)

## **Accessibility Policy (and Plan)**

<b>Responsible Committee for Policy:</b>	Windsor Academy Trust, Board of Directors
<b>Responsible for Windsor High School and Sixth Form Plan:</b>	Assistant Headteacher, SENCO
<b>Date revised by Board of Directors:</b>	December 2019
<b>Next review date:</b>	December 2022

# Accessibility Policy (and Plan)

## 1. Introduction

1.1 The Accessibility Policy is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy 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 the delivery of **written information** to pupils/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).

## 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.*

<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>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils/students with a disability	<p>All learners are of equal value and have an equivalent right of entitlement to an appropriate and worthwhile curriculum. Inclusion for all is paramount in the design of the curriculum at The Windsor High School and Sixth Form. Provision is therefore made through physical aids, where appropriate, to ensure that all students, including those with a disability can access all facets of the curriculum.</p> <p>All students, whether able-bodied or with a disability, have equal access to after-school clubs, school visits and trips and other extra-curricular activities.</p> <p>Our curriculum has been designed to celebrate inclusion at all times and we firmly believe that our diversity as a school ultimately</p>	Installation of evacuation chairs in Sixth form and Darwin block, in order to increase access to a greater number of curriculum areas for those in wheelchairs.	See actions etc. in section 2 below.			

	<p>enriches and enhances our curriculum for the benefit of all.</p> <p>Curriculum progress is tracked for all pupils/students, including those with a disability.</p>					
<p>Improve and maintain access to the physical environment</p>	<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 of the buildings, external ramps, handrails and appropriate adapted toilet and washing facilities.</p> <p>There are lifts in Darwin block and the Sixth Form, but not in other areas of the school, and this restricts access to certain areas. It is however possible to access the majority of other areas of the site. The Academy is proactive in ensuring that timetabling 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 allow access. The school will take into account the needs of students and visitors</p>	<p>Installation of evacuation chairs in Sixth form and Darwin block.</p> <p>Staff training in use of evacuation chairs.</p> <p>Planning of system for the safe use of evacuation chairs</p> <p>Improved accessible toilet facilities.</p>	<p>Meeting: Head, SENCo, Assistant SENCo, Site Manager.</p> <p>Purchase and installation including communication system.</p> <p>Staff Training</p> <p>Review and modification of Fire safety and evacuation procedures.</p> <p>Design and installation of improved accessible toilet facilities</p>	<p>ALE/KHI</p> <p>KHI</p> <p>KHI/LKE</p> <p>KHI/BMO</p> <p>KHI</p>	<p>Feb 2020</p> <p>August 2020</p> <p>August 2020</p> <p>August 2020</p> <p>August 2020</p>	<p>Decision on whether to proceed and funding in place.</p> <p>Appropriate evacuation chairs and communication links in place.</p> <p>Staff trained</p> <p>New system in place and all staff aware of changes.</p> <p>New toilets in use.</p>

	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 and colour schemes and more accessible facilities and fittings. For example, the Sixth Form Block is easily accessible to disabled Staff, Students and Visitors.					
Improve the delivery of information to pupils with a disability	Windsor High School and Sixth Form will aim to provide written information to students, staff, parents and visitors with disabilities in a suitable format. For example, hand-outs, timetables, textbooks and information about the school and school events can be enlarged or printed onto coloured paper upon request. The school will aim to make reasonable adjustments to the information in a preferred format within a reasonable timeframe.	Translation support available for meetings with Arabic speaking parents/visitors.	Teaching assistant in place with formal responsibility for providing translation support during parent meetings.	ALE/LKE	Jan 2020	Teaching assistant available provide translation support.