

Wootton Upper School



Three Year Accessibility Plan September 2021 – August 2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2012, Wootton Academy Trust [WAT] has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of WAT 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;
- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1.1 The purpose and direction of the school's plan: vision and values

1. This Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from September 2021-August 2024.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Wootton Academy Trust plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - ❖ Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - ❖ Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - ❖ Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - ❖ Curriculum
 - ❖ Equal Opportunities and Diversity
 - ❖ Staff Development
 - ❖ Health & Safety (including off-site safety)

- ❖ Inclusion
 - ❖ SEND
 - ❖ Behaviour
 - ❖ Trust Improvement Plan
 - ❖ Asset Management Plan
7. The Action Plan for physical accessibility relates to the Access Audits of the School, which are undertaken regularly by the Estates Manager in relation to pupils entering the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
 8. As curriculum plans are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all WAT committees will contain an item on "*having regard to matters relating to Access*".
 9. The Trust Prospectus will make reference to this Accessibility Plan. [from Autumn 2022]
 10. Wootton Academy Trust's Complaints Procedure covers the Accessibility Plan.
 11. Information about our Accessibility Plan will be published in the WAT Annual Report to Parents (statutory).
 12. The Plan will be monitored through the WUS Local Governing Board and the Health and Safety Committee.
 13. The School will work in partnership in developing and implementing this plan.
 14. The Plan will be monitored by Ofsted as part of their inspection cycle.

1.2 Information gathering

The collection of information is crucial to supporting Wootton Upper School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents with a disability. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the School is key to the development of the plan.

1.3 Involvement of disabled pupils, staff, parents and other users of the School.

The School will consider and plan to involve disabled pupils, staff, parents and other users of the School. The School will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the School will be used to set priorities.

2. The main priorities in the School's plan

2.1 Setting priorities

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- ❖ an examination of the information that the School has gathered; and
- ❖ the messages that the School has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- ❖ improving information;
- ❖ improving the involvement of disabled pupils, staff and parents.

2.2 Increasing the extent to which disabled pupils can participate in the School curriculum

The following priority actions are to be introduced to increase pupil participation in the curriculum:

- ❖ Review of current curriculum and establish inclusivity
- ❖ Address any areas of deficit and take appropriate action.

2.3 Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

The following priority actions are to be introduced to improve physical aspects of the environment:

- ❖ Increase the number of disabled car parking spaces
- ❖ Improvement to external surfaces to remove trip hazards
- ❖ Improve entrance to the Library
- ❖ Provision of height adjustable furniture

2.4 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The following priority actions are to be introduced to provide information for pupils:

- ❖ Modified/adapted material produced for visually impaired pupils

3: Making it happen

3.1. Implementation

The scheme will be supported by detailed action plans and incorporated into the Trust Improvement Plan. Responsibility for implementation lies at Trust level. The LGB will monitor its implementation so that progress can be checked.

We will evaluate the effectiveness of our scheme with an appropriately qualified consultant at the mid-point in the cycle, and Ofsted when the school is inspected.

3.2. Publication

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

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| <p>All extra-curricular activities are planned to ensure the participation of the whole range of pupils</p> | <p>Pre-preparation meetings are held with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for trips/visits as appropriate</p> | <p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> | <p>As required in response to pupil need</p> | <p>Increase in access to all school activities for all disabled pupils</p> |
| <p>Ensure all pupils can access public and statutory assessments</p> | <p>Approved access arrangements (to comply with JCQ regulation) in place for all pupils who require, and are eligible for, support including readers, scribes, separate rooms etc.</p> | <p>All pupils that have approved access arrangements can fully access all exams and statutory assessments</p> | <p>For all exam/assessment series</p> | <p>Raised pupil outcomes</p> |
| <p>Training for Awareness Raising of Disability Issues</p> | <p>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of School</p> | <p>Whole school community aware of issues relating to Access</p> | <p>Autumn 2022</p> | <p>Society will benefit by a more inclusive School and social environment</p> |

Wootton Upper School Accessibility Plan 2021-2024
Improving the Delivery of Written Information

| Target | Strategy | Outcome | Timeframe | Achievement |
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| <p>Availability of written material in alternative formats to improve accessibility for all stakeholders, including those with visual impairments</p> | <p>The school will use a variety of formats for communication, including text, email, post, pupil-post, video conferencing.</p> <p>The school will make parents and carers aware that communication can be provided in large text etc.</p> | <p>The school will be able to provide written information in different formats when required for individual purposes</p> | <p>Ongoing</p> | <p>Delivery of material improved to stakeholders with disabilities.</p> <p>Awareness of availability of written communication raised.</p> |
| <p>Make available WUS brochures and other information in alternative formats</p> | <p>Deputy Head Diversity and Inclusion to review WUS publications and promote the availability in different formats for those that require it. [e.g. large font]</p> | <p>Stakeholders with disability report high level of satisfaction that all material is provided to them in an accessible format.</p> | <p>February 2023</p> | <p>Delivery of School information to parents and the local community improved</p> |
| <p>Ensure accessibility and differentiation for pupils with visual impairment</p> | <p>Meet annually with the Bedford Borough Visually Impairment Support Team to assess individual pupil support needs.</p> <p>Purchase assistive technology as required in response to pupil need.</p> <p>Ensure sharing of information through PPS to ensure all teaching staff are</p> | <p>All lessons accessible to those pupils with visual impairment. Learning is equitable,</p> | <p>Ongoing and in response to pupil need</p> | <p>Pupils make expected or above expected progress</p> |

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| | aware of reasonable adjustments to resources and assessments. | | | |
| Website is compliant with statutory regulations | Annual website audit undertaken | Compliant website | Annual check | All stakeholders have access to the information that the school must publish |
| Raise the awareness of adults working at the School on the importance of good communications systems. | Executive Leadership Team to arrange training for staff | Awareness of target group raised | Autumn 2022 | School is more effective in meeting the needs of pupils. |

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| Visual aids | Improved and increased departmental and administrative signage around the site (larger signs placed lower down doors/walls) to aid those with visual impairment | | |
| Lighting | Improve external lighting for VI pupils and visitors who are on site in the evening, especially at the front of the site by the main gate and by the sports hall [i.e. the main car parking spaces] | | |
| Provision of height adjustable classroom surfaces | Height adjustable work surfaces to be purchased for one room in each departmental area to enable ease of access for wheelchair users. | Summer 2023 | £950 per item |

Note: Building work is dependent on capital funding which may or may not be forth coming. The dates for this section, therefore, are illustrative for priority.

Michael Gleeson
 Executive Principal
 Summer 2021