

Wootton Upper School



Three Year Accessibility Plan May 2017 – April 2020

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 students, under Part 4 of the DDA:

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

This plan sets out the proposals of the WAT to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students 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 students, parents, staff and governors of the school and covers the period from May 2017 – April 2020.

2. We are committed to providing a fully accessible environment which values and includes all students, 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 Upper School plans, over time, to increase the accessibility of provision for all students, 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 students with a disability, expanding the curriculum as necessary to ensure that 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 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 students in accessing the curriculum.
- Improve the delivery of **written information** to students, 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
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

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 students 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 policies 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 School Brochure will make reference to this Accessibility Plan.

10. The School's Complaints Procedure covers the Accessibility Plan.

11. Information about our Accessibility Plan will be published in the WUS Annual Report to Parents (statutory).

12. The Plan will be monitored through the WUS Local Governing Body 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 disabled students, staff and parents. 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 students, staff, parents and other users of the College is key to the development of the plan.

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

The School will consider and plan to involve disabled students, 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 students, 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 students, staff and parents/carers 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 students, staff and parents.

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

The following priority actions are to be introduced to increase student 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 students 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 availability of ramps on the site to give access to wheelchair users and replace existing ramps where they are too steep
- Increase the number and location of disabled car parking spaces to assist all site users
- Improve external surfaces to remove trip hazards by replacing damaged paving slabs
- Improve entrance to the Library
- Replace and modify external doors to enable wheelchair users to gain access through them, including main reception entrance, cafeteria, social areas
- Provision of height adjustable furniture [e.g. chairs to fit existing classroom tables, science laboratories, dining room etc.]

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

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

- Modified/adapted material produced for visually impaired students.

3: Making it happen

3.1. Implementation

The scheme will be supported by detailed action plans and incorporated into the School Improvement Plan, with oversight of the Wootton Upper School Local Governing Body so that progress can be checked.

We will evaluate the effectiveness of our scheme with our School Improvement Partner 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.

Wootton Upper School Accessibility Plan 2017-2020

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on personalizing the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum	Spring 2017/ December 2017 September 2018	Increase in access to the curriculum All departments have adapted equipment in place for wheel chair users.
Training for teachers on differentiating the curriculum	Ensure strategies on pupils' Personal Profile Sheets (PPS) specify needs for students living with a disability, in terms of basic daily living skills, relationships and future aspirations.(e.g. seating students with hearing impairments at the front)	Teachers proactively use PPSs to meet the curriculum needs of pupils. The use of other professional partners has been made available.	Spring 2017/ December 2017	Raised pupil outcomes
All out-of-school activities are planned to ensure the participation of the whole range of students	Vice Principal Pastoral and Inclusion leads a review of all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Summer 2018	Increase in access to all school activities for all disabled students
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of College	Whole school community aware of issues relating to Access	Autumn 2017	Society will benefit by a more inclusive College and social environment

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Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes (e.g. size and style of fonts, large print on worksheets)	Summer 2017	Delivery of information to disabled students improved
Make available WUS brochures, WUS newsletters and other information for parents in alternative formats	Vice Principal Pastoral and Inclusion to review all current WUS publications and promote the availability in different formats for those that require it	All School information available for all	Summer 2018	Delivery of School information to parents and the local community improved
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All School information available for all	Summer 2018	Delivery of School information to students & parents with visual difficulties improved.
Raise the awareness of adults working at and for the School on the importance of good communications systems.	Assistant Principal CPD to arrange training for staff	Awareness of target group raised	Autumn 2018	School is more effective in meeting the needs of students.

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Improving the Physical Access

Item	Activity	Timescale	Cost £
Accessible car parking	Increase the number and location of disabled parking bays	August 2018	£500
Improve ramp access to all buildings	Replace ramps around the site which are too steep for wheelchair users to negotiate and add ramps to key areas of the site where they are not available	August 2018	£20k
External surfaces	Submit a CIF bid to ESFA to enable paving slabs, kerbs, pathways, hard areas, etc. to be level and smooth to avoid trip hazards	September 2020	£200k
Library Security System	Improve Library Security system to enable wheel chairs to gain access to the Library with greater ease	December 2017	£5k
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. Adjustable chairs to be available in each of the four main blocks of the school	By Summer 2020 By August 2018	£950 per item
Provision of specialist equipment to enable access	Specialist curriculum equipment in place to enable physically disabled students to be fully included in Sport, Music, Drama and Dance, Technology [e.g. Textiles]	By August 2018 By August 2019 By August 2020	£10k £10k £10k

Note: Building works are very dependent on capital funding which may or may not be forth coming. The dates are illustrative for priority.

Michael Gleeson
 Executive Principal
 Summer 2017