



Accessibility Plan

Issue [2](#) – January 2016

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Wyndham Primary Academy
Wyndham Street
Alvaston
Derby
DE24 0EP

Telephone: Derby (01332) 571153

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Summary of the main changes:

Accessibility plan reflects updated Equality Act 2010 and new SEND Code of Practice.

Current accessibility updated to reflect school as it stands.

Accessibility arrangements split into three new categories:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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1.0 Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The effect of the law is the same as in the past meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) he or she has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Wyndham Primary Academy the Plan will be monitored by the SENCO and Head of School and evaluated by the Governors' committee.

At Wyndham Primary Academy we are committed to working together to achieve personal greatness. Children will learn in a positive and caring atmosphere where they will be encouraged and supported to reach their full potential. Together within a secure nurturing atmosphere children will grow in confidence and will understand what it is to lead safe and healthy lives. At Wyndham we are committed to an inclusive and creative curriculum that meets the needs of all learners.

The Plan sets out the school's proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility Plan has been developed in consultation with the Local Authority (LA), The Spencer Academies Trust, LA, staff and governors of the school and covers the period from January 2015 to January 2018.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website.

2.0 Current Accessibility Arrangements

Wyndham Primary Academy has the following arrangements in place to comply Equality Act 2010:

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2.1 Admissions

The following is an extract from the school's Special Educational Needs [and Disability \(SEN&D\)](#) Policy:

The Governing Body believes that the admissions criteria should not discriminate against pupils with [SEN](#) and has due regard for the practice advocated in the SEN Code of Practice, in that [schools are prohibited from 'discriminating against disabled children and young people in respect of admissions for a reason related to their disability.'](#) (CoP 1:28).

At Wyndham Primary we recognise that children learn to be strong, confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

2.2 Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below:

Building	Features
Main building	<p>Most access points and toilets have either flat or ramped entrance or exits.</p> <p>There is the provision of a disabled toilet at the top of the Junior corridor.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p>
Infant Corridor	<p>Entrance to the front of the corridor is flat allowing for easy wheel chair access.</p> <p>Fire exit access to field at the rear end of the corridor is via a ramp.</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p>
Junior Corridor	<p>Entrance to the front of the corridor is flat allowing for easy wheel chair access.</p> <p>Fire exit access to field at the rear end of the corridor is via a small step.</p> <p>Classroom entrances have flat floor entrances and wide doors with low</p>

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	handles.
Outside Classroom	Entrance to the outside classroom is accessible via a ramp allowing easy access for wheelchair users. Classroom entrance has a flat floor entrance and wide doors with low handles.
Zone 6	Fire exit access to Zone 6 is via a ramp. Main door is electric assisted to make access easier for all.
Halls	Main entrances are flat allowing for easy wheel chair access. Access to Kitchen Serving Hatch is clear and suitable for wheel chair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps.
Foundation Stage Garden	Available for all pupils, ramps ensure easy access from the Foundation Stage.
Field Area	Available for all pupils.
Entrance	All clear of steps allowing easy access for all pupils and parents. Main door is electric assisted to make access easier for all.

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2.3 Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Plan for the pupil. [Personal Evacuation Plans will be put in place if required for specific individuals. All staff will be made aware of their responsibilities regarding individual risk assessments.](#)

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2.4 Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.



As a Main Stream Primary Academy we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and [visual](#) impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's [SEN&D](#) Policy and guidelines on Assessing Children who may have Special Educational Needs.

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Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The [Individual Plan \(IP\)](#) for the pupil will address the issue, which will therefore be kept under constant review.

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Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers.
- Technological enhancements - induction loops, ICT.
- Adaptation of teaching materials.

The school's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the school's [SENCO](#), teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policies on Teaching and Learning incorporate advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

2.5 Informal Curriculum

Pupils at Wyndham Primary Academy have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education.
- Sports.
- Music.

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- Clubs and activities.
- Excursions and trips.

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's [Individual Plan](#).

The suitability of any event and the need for additional support is discussed fully with parents in advance.

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2.6 Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate. [IP review meetings will be held for parents of children with disabilities. These will allow for provision to be monitored and up to date information shared.](#)

Large print format materials will be provided when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as [hand outs](#), newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

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2.7 Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- PLASC returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

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- Equal Opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs [and Disability](#) (SEN&D) Policy
- The School Behaviour and Discipline Policy
- The School Admissions Policy.
- The Annual School Booklet.

2.8 Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Action plans will be developed as the accessibility arrangements are reviewed.

2.9 Management of the Plan

The [Governors Resource Committee](#) will be responsible for the strategic direction of the school's accessibility plan for obtaining and allocating the funds needed to implement the priorities in the plan. [The progress of the plan will be monitored by the Head of School and Governors and reviewed every three years. New actions will be added within this time frame should they arise and be reapproved by Governors.](#)

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The [Head of School](#) and the SENCO will be responsible for the plans day to day implementation.

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Progress of the plan's priorities will be reported:

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- to the Full Governing Body at least once per year.
- [In the School website.](#)
- In the School Profile.

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Parents/carers may request a copy of the Accessibility Policy/Plan from the School Office.

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