



L.E.A.D. Academy Trust

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Warren Academy Accessibility Plan

Policy/Procedure management log

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1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Warren academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Warren Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Warren we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice and under the Equality Act 2010](#), 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p><u>Short term</u></p> <p>To liaise with Nursery providers to review admissions before the start of academic year</p>	To identify pupils who may need additional provision	FS leader/SENCO	Sept/Oct 23 and additional new starter points throughout school year	Appropriate procedures/resources are in place
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils

	The curriculum is reviewed to ensure it meets the needs of all pupils.	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher SLT SENDCO	Ongoing	Engagement and involvement
		Pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff.	Headteacher, SLT, subject leaders and class teachers	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		<u>Medium Term</u> To review SEN provision and attainment of pupils	Analyze data on termly basis. Learning walks/book scrutiny etc to assess and review SEN provision.	SENCo Leadership team through pupil progress	Termly	Termly report indicate progress. Monitoring indicates progress/effective provision

		<p>To promote the involvement of disabled students in school life</p> <p><u>Long Term</u></p> <p>Review targets and deliver findings to governing body</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENCO/Head teacher</p> <p>Headteacher/Governing Body</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Variety of planned activities that reflect the needs of pupils</p> <p>Governors understand impact of accessibility plan and evidence of this on pupil attainment and progress</p>
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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door entry system • Sensory areas 	To be aware of the access needs of disabled children, staff, governors and parents/ carers.	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children.</p> <p>Ensure staff and governors can access areas of school used for meetings.</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</p>	Head Teacher, SENDCO, Site manager	As required.	<p>SEND objectives are in place for disabled pupils, and all staff.</p> <p>are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
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		To maintain safety for visually impaired.	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges. Check exterior lighting is working on a regular basis.</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.</p> <p>Check flashing beacons that signal fire alarm activation regularly.</p>	<p>Head Teacher SENCO</p> <p>Site manager</p>	Annually, and as new children join the school.	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed.
		To ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear	<p>Head Teacher SENCO</p> <p>Site manager</p>	Daily	All disabled personnel and pupils have safe exits from school.
		To have accessible car parking.	Disabled members of staff and visitors have a place to park in the staff car park.	Site manager	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day.
		To ensure disabled children can move from classrooms to the hall.	Make sure the corridor leading up to the hall is clear of obstructions.	<p>All staff</p> <p>Site manager</p>	Ongoing	Disabled children can get to the hall from the classrooms

Improve the delivery of information to pupils with a disability	<p>Our school 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 • Pictorial or symbolic representations (PECS) 	To review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms	School Office	Ongoing	All parents receive information in a form that they can access
		To improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	All staff	Ongoing	Excellent communication. On-going appropriate use of resources
		To ensure all staff are aware of guidance on accessible formats	Guidance made for staff on different areas of SEND and strategies on making information more accessible.	SENCO	Ongoing	Children can access information successfully
		To provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	SENCO Office	Ongoing	Pupils and/or parents/carers feel supported and included

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Warren Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Warren academy is a single storey building. All corridors are wide enough for wheelchair accessibility.	N/A	N/A	N/A
Corridor access	Corridors are wide and accessible for all pupils/adults including wheel chair access.	<ul style="list-style-type: none"> Ensure corridors are clear and free of debris at all times. All staff to be made aware if a child is using a wheelchair and how collective 	Site manager/cleaning staff	Daily
Lifts	N/A	N/A	N/A	N/A
Parking bays	There are parking bays near the entrance.	<ul style="list-style-type: none"> Ensure they are empty as and when required for disabled access parking. 	Office staff	As and when required
Entrances	<p>Entrances are wide and accessible for all pupils/adults including wheel chair access.</p> <p>Action taken already - A map has been completed to show how classrooms are accessible if a child is using a wheelchair. Site manager has copy of accessibility map for school site.</p>	<ul style="list-style-type: none"> A review of accessibility plan on an individual basis will take place, and appropriate steps taken to ensure the child, if using a wheel chair, can access their classroom environment. Risk assessment and PEEP to be completed for any child using a wheelchair to ensure the child can get in and out of school safely in the event of a fire or an emergency. 	Site manager SEND CO Head of School	As and when required

		<ul style="list-style-type: none"> A number of doors in school are currently not DDA compliant but will be replaced in any future school works that are completed. 		
Ramps	Ramps are positioned so there is access into specific areas around the site as required.	<ul style="list-style-type: none"> Meeting room door and Y3 classroom have a step on entry and no ramp access. Alternative access can be used via the main office/front of school to get into the classroom if required. Site manager to ensure the ramps safe and in good working condition. 	Site manager	As and when required.
Toilets	Disabled toilet located through the reception area and easily accessible via all corridors.	<ul style="list-style-type: none"> Site manager to ensure disable toilet is in full working order 	Site manager	Ongoing daily/as and when required
Reception area	The reception area is spacious and accessible- wide door entrance and no steps.	<ul style="list-style-type: none"> Ensure reception area is free from debris and has a wide accessible thoroughfare. 	Site manager/office staff to oversee	Daily
Internal signage	All internal signage for fire routes have passed on recent fire risk assessment.	<ul style="list-style-type: none"> Ensure signage continues to be displayed and visible 	Site manager	Check half-termly
Emergency escape routes	A review of accessibility plan on an individual basis will take place, and appropriate steps taken to ensure the child, if using a wheel chair, can access/evacuate their classroom	<ul style="list-style-type: none"> Emergency escape route would be planned for on the child's PEEP with allocated member of staff to support the child if needing to evacuate. PEEP would also include how the child would be kept safe in the event of a lockdown alarm. 	Site manager SENDSCO Head of School	As and when required

	environment, in the event of an emergency.	<ul style="list-style-type: none">• Risk assessment to be completed for any child using a wheelchair to ensure the child can get in and out of school safely in the event of a fire or an emergency.		
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