

Accessibility Plan

Definition of Disability:

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act 2010 sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Willow Academy has adopted this accessibility plan in line with the school's special educational needs and disabilities policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs and disabilities policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Date of publication: July 2016
Review date: July 2017

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Cost
SHORT TERM	To liaise with Nursery providers to review potential intake for September 2015	To identify pupils who may need additional to or different from provision for September 2015 cohort	May 2016	DT	Procedures/ equipment / ideas set in place by Sept 2015.	No additional cost
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	September 2016	SLT/all staff/parents	All policies clearly reflect inclusive practice and procedure	No additional cost
	To establish closer liaison with parents	To ensure collaboration and sharing between school and families.	September 2016-ongoing	DT/all staff	Clear collaborative working approach	No additional cost
	To establish closer liaison with outside agencies for pupils with ongoing health needs (e.g. asthma, epilepsy or mobility issues)	To ensure collaboration between all key personnel	June 2016-ongoing	GG	Clear collaborative working approach	No additional cost
	To ensure full access to the curriculum for all	Use of specialist advisors; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	September 2016-ongoing	GG/all staff	Advice taken and strategies evident in classroom; all children accessing the curriculum	Cost of CPD

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	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Cost
MEDIUM TERM	To finely review attainment of all SEN pupils.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features to aid disabled users in using a keyboard • Training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 	Ongoing	GG/all staff	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. The needs of all disabled pupils, parents and staff are represented within the school.	Cost of CPD Cost of equipment
	To monitor attainment of more able, gifted and talented					
	To promote the involvement of disabled students in classroom discussions/activities					
	To take account of variety of learning styles when teaching					
LONG TERM	To evaluate and review the above short and medium term targets annually	Regular meetings with WCAT, SLT and all staff	Ongoing	GG/JD/SLT/ all staff	All children making good progress.	No additional cost
	To deliver findings to the Governing Body	Governors meetings	Termly SEN Governor / SENCO meetings	GG/SEN governor	Governors fully informed about SEN provision and progress	No additional cost

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Cost
SHORT TERM	To improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	September 2016	Site supervisor/ SLT	Needs are fully met	Cost of improvements
	To ensure that the environment is visually stimulating for all children	Colourful, lively, engaging displays and role play areas throughout school	September 2016	All staff	Lively and inviting environment maintained.	Cost of drapes, paper etc
	To ensure that there is involvement by all children with a disability	<ul style="list-style-type: none"> • Create access plans for individual disabled children • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure that they are met 	September 2016-ongoing	GG/all staff	Needs are met whenever possible	No additional cost
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	Conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	June 2016-ongoing	DM/GG	Needs are met whenever possible	Cost of CPD
	To ensure that disabled parents have every opportunity to be involved in school life	<ul style="list-style-type: none"> • Utilise disabled parking space to drop off and collect children • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	September 2016-ongoing	GG/all staff	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education	No additional cost

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Cost
MEDIUM TERM	To improve community links	Willow will continue to have links with schools in Doncaster Local Authority and other WCAT academies. Parental and wider community links will continue to be developed	Ongoing	DT/All staff	Improved awareness of disabilities and the needs of disabled children in the wider community of Doncaster. Improved community cohesion	No additional cost
LONG TERM	To continue to develop playgrounds and facilities.	Look for funding opportunities	December 2016	DT/All staff	Inclusive child-friendly play areas	Cost of equipment
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week/ Bikeability	October 2016	Site Supervisor/ SLT	No accidents reported	Cost of improvements
	To continue to be a healthy school and promote relevant messages	Continue to work towards Healthy Schools targets	2016/17	PSHE/Healthy School Co-ordinator/All staff	Children and parents fully aware and able to support children with a healthy lifestyle.	No additional cost

Aim 3: To improve the delivery of information to disabled pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Cost
SHORT TERM	To communicate effectively with a parent with hearing impairment	Regular communication with parent; interpreter provided for parents' evenings /annual reviews	Ongoing	Class teacher/ SLT	Two way communication in place; parent feels at ease	No additional cost
	To ensure all children with ASD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	GG/All staff to be aware	ASD children able to access curriculum.	Cost of CPD
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing books to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	December 2016	GG/All staff to be aware	Parents report improved access to written information	Cost of CPD

Aim 3: To improve the delivery of information to disabled pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Cost
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings Annual reviews TAC meetings Medical forms updated annually for all children Personal health plans Significant health problems – children's photos displayed on staffroom notice board 	Annually	Class teachers/ TAs/ Outside agencies	Each teacher/staff member aware of disabilities of children in their classes	No additional cost
	To ensure all children with ASD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	GG/All staff to be aware	ASD children able to access curriculum.	Cost of CPD
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing books to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	December 2016	GG/Office staff	Parents report improved access to written information	Cost of CPD
LONG TERM	Internal record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SLT/ Office staff	Effective communication of information about disabilities throughout school	Cost of CPD

