

Neale Wade Academy

Accessibility Plan 2021-2023

The Neale Wade Academy is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). This Plan operates alongside the SEN Policy and is consistent with it in terms of principles and approaches to resourcing.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences. Together we take pride in making a positive contribution to our school and the wider community. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

Purpose of Plan

This plan shows how the Neale Wade Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Our school's previous access plans were incorporated using the Disability Equality Scheme 2010 and built on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Act defines disability as: "A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out daily activities." These impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Within this Accessibility Plan the term "curriculum" refers to both teaching and learning within school directed time and participation in non-curricular activities and school visits.

Areas of planning responsibilities

Increasing access for disabled pupils to the **school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the **physical environment** of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of **information** to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Physical Environment

The Neale Wade Academy is an accessible modern building. There are two lifts. There are car parking spaces reserved for disabled people near to the main entrance and the route to the main door is free of steps, slopes, gravel or uneven paving surfaces. There are no barriers to easy movement around the site. All corridors and internal doors allow independent wheel-chair access and the school has accessible toilets which contains a toilet, hand-basin, and emergency assistance cord.

The quads used for break-time and lunch-times are generally clear and accessible for pupils and staff with a physical disability and visually impaired pupils. There is improved access to the field area from the car park.

All fire exits are fully accessible to pupils and visitors and there is a clear evacuation plan for individuals with disabilities (PEEPS).

Classrooms are fitted with vertical blinds to filter sunlight effectively. There are areas around school for pupils who require calm-down facilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the Academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every pupil's needs within mixed ability, inclusive classes.

It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school. Consequently, all pupils have always been permitted to attend age relevant after school clubs, leisure, and cultural activities. Educational visits are made accessible to all pupils irrespective of attainment or disability. The only exception would occur if following a risk assessment, it was deemed unsafe for that pupil and to ensure the safety of others.

All staff seek to remove all barriers to learning and participation through setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments for individuals and groups of pupils. Reasonable adjustments are made for all pupils and staff are aware of and make provision for exam access arrangements.

Delivering materials in other formats

Arrangements are made to provide information in simple language, symbols and large print for pupils who may have difficulties with standard forms of printed information.

Review

The Accessibility Plan will be reviewed every three years unless:

- There are required responses to legislative changes.
- Changes or expected changes to specific/relevant student needs.

The Action Plan attached will be monitored constantly and considered annually by relevant staff within the Academy.

NWA Accessibility Plan 2021-2023

Aims & Objectives

NWA aims to

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information

Action Plan:

Target	Strategy	Timescale	Responsibilities	Success Criteria
To review student's records ensuring Academy awareness of any disabilities.	To identify students who may require additional support from transition/new students. Medical forms updated annually for all students. Health Care Plan.	Every September	<ul style="list-style-type: none"> • SEN Staff • Primary Co-Ordinator • Transition Co-ordinator 	Processes to support students effectively are in place prior to their commencement at the Academy.
To review all statutory policies to ensure they reflect inclusive processes.	To abide by the Equality Act 2010.	Annually	<ul style="list-style-type: none"> • SLT • Governing Body • ALT 	All policies reflect and promote inclusivity.
To liaise closely with parents.	To ensure effective communication and foster	Ongoing.	<ul style="list-style-type: none"> • SEN Staff • Admin Staff 	Collaborative working

Target	Strategy	Timescale	Responsibilities	Success Criteria
	successful relationships between the Academy and families.		<ul style="list-style-type: none"> • SLT 	
To establish close links with outside agencies for pupils with ongoing health needs.	To ensure effective collaboration between key staff members.	Ongoing.	<ul style="list-style-type: none"> • SEN Staff • Admin Staff • SLT • Educational Psychologist 	<p>Collaborative working</p> <p>Students supported whilst accessing the curriculum.</p>
To ensure full access to the curriculum for all students.	<p>Employment of key SEN staff – teachers and teaching assistants.</p> <p>CPD</p> <p>Use of ICT equipment.</p> <p>Specific SEN resources – multimedia activities.</p> <p>Annual review.</p>	Ongoing.	<ul style="list-style-type: none"> • SEN Staff • SLT • EOTAS Provision • EdLounge – online learning • EduKey – on line SEN learning 	<p>Evidenced in classroom practice.</p> <p>Students supported and accessing the curriculum effectively.</p>
To review the attainment of all SEN students.	<p>SENCO meetings</p> <p>Teacher meetings</p> <p>Pupil progress</p> <p>Annual review.</p>	Termly.	<ul style="list-style-type: none"> • Class Teachers • SENCO • Standards Group 	<p>Progress made to school based targets.</p> <p>Mapping to show steps taken and progress made.</p>

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To maintain the school record system effectively and appropriately.	Record management reviewed, assessed and maintained for accuracy and data protection adherence.	Continual review and administration management.	<ul style="list-style-type: none"> • SEN Staff • Admin Staff • SLT 	Effective communication of data concerning disabilities cascaded to relevant staff.
To take account of the variety of the learning styles when teaching/after school activities.	<p>Wheelchair access.</p> <p>Providing alternatives to enable students of varying abilities/disabilities to participate successfully in lessons/after school activities.</p> <p>Constructing a positive image of disability within the Academy to ensure that all students develop into adults with an understanding of the needs of disabled persons.</p>	Ongoing.	<ul style="list-style-type: none"> • Whole Academy approach. 	<p>Variety of learning styles available in the Academy to support the diversity of the student body.</p> <p>Ensure that the needs of all are represented within the Academy.</p>
To improve where relevant the physical environment of the Academy.	The Academy constantly reviews the needs of students, staff and visitors with physical difficulties when planning or undertaking	Ongoing	<ul style="list-style-type: none"> • SLT • ALT • Site Staff 	Enabling needs to be met as far as is reasonably practicable and within statutory requirements.

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	improvements/refurbishments of the Academy site.			
Ensure that all with a disability are able to be involved.	<p>Access Plans for students with a disability.</p> <p>Include questions in confidential student information questionnaire re: parent/carers needs to ensure full support for all is available.</p>	Ongoing.	<ul style="list-style-type: none"> • SEN Staff • ALT • SLT • Site Staff 	Enabling all needs to be met as far as is reasonably practicable.
To ensure that the medical needs of all students are fully met within the capability of the Academy.	<p>Conduct parent interviews.</p> <p>Student Questionnaire upon commencement at the Academy.</p> <p>Liaise with external agencies.</p> <p>Establish individual protocols where required.</p>	Under constant review.	<ul style="list-style-type: none"> • SEN Staff • Admin Staff • SLT • ALT • NHS Agencies 	Enabling all needs to be met as far as is reasonably practicable.
Ensuring that disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for disabled persons to drop off and collect students.	Under constant review.	<ul style="list-style-type: none"> • Site Staff • SLT • ALT • Whole Academy Team 	To ensure that no-one is discriminated against and to support and encourage parents/carers with a

Target	Strategy	Timescale	Responsibilities	Success Criteria
	<p>Offer additional support when contacting home, phone call to support a letter.</p> <p>Proactive approach to support disabled parents access the Academy.</p>			disability to take an active role in their child's education
To ensure driveway, roads and paths into and within the Academy are as safe as possible	<p>Communication with parents/carers of acceptable behaviour when entering Academy premises.</p> <p>Suitable parking facilities.</p> <p>Effective signage.</p> <p>Regular maintenance of the Academy driveways and parking areas.</p> <p>Grounds maintenance.</p>	Ongoing.	<ul style="list-style-type: none"> • SLT • Site Staff 	No accidents.

Key:

SLT – Senior Leadership Team

ALT – Active Learning Trust

SEN – Special Educational Needs

CPD – Continuous Professional Development