



Whitlands Academy Accessibility Plan

School Name: Whitlands Academy

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Owner: CEO

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit	6

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

Our core values of hard work, determination, empathy, integrity and positivity permeate all that we do. In our achievement orientated culture, teaching and learning is our highest priority. We want our students to be healthy and have a great life, we are deeply committed to opening the hearts and minds of our future focused young people.

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

Our school 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 school'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, this include: 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](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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, the provision of an auxiliary aid or adjustments to premises.

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>The school has been designed to be accessible as much as possible for example</p> <p>The ground floor is on one level (no steps) so anyone with a disability are able to move freely around in the open plan ground floor and though the wide classroom door entrances which are 90cm wide,</p> <p>The first and second floor is accessible by the passenger lift. Wide corridors and doorways have allowed full accessibility at all points. Disabled toilets can be found on the ground floor including visitors and a hygiene room. Further accessible toilets can be found on the second floor.</p>	There is a daily check to keep the entrances and exits and corridors clear of obstructions and the exits and entrances also are clearly marked.	Daily checks	Site team	Throughout	

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Clear signage • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>All students are supported to feel comfortable in their environment and are able to access all the building has to offer.</p>	<p>Daily checks and student/parent voice</p>	<p>Site team</p>	<p>Throughout year</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<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 • Braille • Induction loops • Pictorial or symbolic representations 	<p>All students are able access resources equally.</p>	<p>Daily checks and student/parent voice. Teacher CPD</p>	<p>Site team LT</p>	<p>Throughout year</p>	

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 the Principal and Local Board of Governors.

5. Links with other policies

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

- Risk assessment policy
- 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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys in teaching block with all sport, DT/Art, SEN and canteen based on ground floor.	Monitor clear access daily	Site	
Corridor access	Corridors are wide to allow easy access. Classrooms are linked by single straight corridors.	Monitor and embed a one way system	LT	
Lifts	Lift for access to teaching block is key operated	Ensure staff are trained in supporting students in using it. Evacuation chairs are accessible and appropriate training.	Site	
Parking bays	3 Disabled parking spaced available	Ensure clearly labelled.	Site	
Entrances	Main entrance and student entrance are all accessible by wheelchairs	Door communication/card reader is at appropriate height	Site	
Toilets	Disabled toilets can be found on the ground floor including visitors and a hygiene room. Further accessible toilets can be found on the second floor.	Clear signage installed	Site	

Reception area	Reception area is accessible for wheelchairs and visitor toilet is also accessible.	Training on welcome	L Sullivan	
Internal signage	Signage is clear for all	Signage is clear for all	Site	
Emergency escape routes	Emergency escape routes are easily identified and evacuation chairs are accessible and appropriate training has been given	Fire drills at timely intervals	LT & Site	