



## **Wistaston Church Lane Academy**

“We will challenge ourselves to become creative, self-aware learners within the community.”

### **Accessibility Plan**

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### **Purpose of the Plan**

The purpose of this plan is to show how Wistaston Church Lane Academy already is, and intends to over time, increase the accessibility of our school for disabled pupils. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **Definition of Disability**

According to the Equality Act (2010), a person has a disability if:

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

### **Legal Background**

Under the Equality Act (2010) all schools must have an Accessibility Plan. The Equality Act (2010) means that schools cannot lawfully discriminate against the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and marriage or civil partnership (age, as a protected characteristic, does not apply to pupils in schools).

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and Policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy



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- Behaviour Policy
- School Development Plan
- School website

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and LAB members on equality issues with reference to the Equality Act (2010).

### **Plan Availability**

A copy of the plan is posted on the school website.

Paper copies are available from the school office

### **Review and Evaluation**

It is a requirement that our Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of actions showing how Wistaston Church Lane Academy will address the priorities identified in the plan over the next three years.



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## **Contextual Information**

Wistaston Church Lane Academy is a larger than average primary school in Crewe. It has two separate buildings separated by a sheltered walkway. There are two disabled toilets, one in each building. The main entrance to the school has wheelchair access and wheelchair users can access most of the site. However, the individual external classrooms in Key Stage Two do not allow wheelchair access. The Key Stage Two building has five steps which lead to the library, the PPA Room, the Computer Room and another classroom.

The school carried out an Accessibility Audit in October 2019.

## **Current Range of Known Disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities. There are 13 children with an EHCP in school.

We have seven children with hearing impairments.

Two children require frames to walk around school.

Two children have visual impairments.



<b>Aim</b>	<b>Objective</b>	<b>Action to be taken</b>	<b>Person Responsible</b>	<b>Cost, if known</b>	<b>Timescale</b>	<b>Success Criteria</b>
<b>Increase access to the curriculum for pupils with a disability</b>	Improve the representation of people with disabilities in our curriculum through the introduction of No Outsiders	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Introduce No Outsiders and feature this widely</li> <li>• Ensure that children with disabilities are represented in our curriculum</li> </ul>	PSHE Lead, Vice Principal	Cost of books Staff training	Ongoing, and as required	Raised staff confidence and full pupil participation in the curriculum
	Continue to improve the provision for pupils with SEND	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Staff meeting scenarios to be explored regularly as to how support children</li> <li>• Continued support from external providers</li> </ul>	SENCO and Assistant SENCO	Cost of external support	Ongoing	Children’s needs are being met
	Introduce an intervention group for a large cohort of SEND pupils called Reach! to address educational needs	<ul style="list-style-type: none"> <li>• Set up new classroom</li> <li>• Plan curriculum effectively</li> </ul>	Teachers, SENCO and Assistant SENCO	Cost of resources	From November 2020	Needs of a significant cohort of SEND pupils in one year group are being met and children are making progress
	All educational visits to be accessible for all	<ul style="list-style-type: none"> <li>• Ensure existing and new venues are vetted for appropriateness</li> </ul>	Vice Principal	As required	As required	All pupils in school able to access all educational visits and take part in a range of activities
	Continue to develop smooth transition of SEND pupils to high school	<ul style="list-style-type: none"> <li>• Ensure information is shared smoothly and that children receive the individual support they need</li> </ul>	SENCO	As required	As required	The transfer of information to high schools is effective and children settle well
	Well Comm and Elklan speech and	<ul style="list-style-type: none"> <li>• Children who need support in Speech and Language have SEN</li> </ul>	SENCO and Assistant SENCO	As required	As required	Children with Speech and Language difficulties make progress



	language intervention	<ul style="list-style-type: none"> <li>Support Plans and have access to the appropriate support</li> <li>External support as required</li> </ul>				
Improve and maintain access to the physical environment	Review and extend yellow and white marking to highlight steps and hazards	<ul style="list-style-type: none"> <li>Aid vision for pupils with visual impairments</li> </ul>	Site Manager	As required	As required	Children can access all parts of the grounds
	Provide playground equipment for disabled pupils to access	<ul style="list-style-type: none"> <li>Develop our provision of playground equipment for disabled pupils</li> </ul>	PE Lead, SENCO, Site Manager, Principal	As required	As required	All pupils can access playground equipment on site
	Purchase soundfield systems for every classroom	<ul style="list-style-type: none"> <li>Develop the facilities for hearing impaired children so they can hear the teacher well – this will benefit all pupils</li> </ul>	Principal, Site Manager	£900 per device	As required	Sound systems in all classrooms are effective
Improve the delivery of written information to pupils	Ensure all use of writing in school is accessible for visually impaired and dyslexic learners	<ul style="list-style-type: none"> <li>Provide a suitably enlarged, clear font for use pupils with a visual impairment or dyslexia which follows our handwriting scheme</li> <li>Use of Widget to illustrate text</li> </ul>	SENCO	Cost of font: £400 (Open Dyslexic is free) Cost of widget is £60 per individual per year	January 2021	All children can read text clearly