



Windsor Academy Trust

Sir Thomas Boughey

Accessibility Policy (and Plan)	
Responsible Committee:	People and Culture Committee
Date approved by the Board of Directors:	8 December 2022
Implementation date:	December 2022
Next review date:	December 2025

Accessibility Policy (and Plan)

1. Introduction

- 1.1 The Accessibility policy/plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy/plan must be reviewed every three years.
- 1.2 WAT aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
- 1.3 **Windsor Academy Trust (WAT) is committed to:-**
 - Providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. Providing learning environments that enable full curriculum access that values and includes all pupils/students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
 - Taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Trust.
 - Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.
- 1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. The Local Advisory Body (LAB) will monitor each academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will ensure compliance with that duty.
- 1.5 This policy has been developed in consultation with our individual academies, staff, Members and Directors.

2. Legislation and guidance

- 2.1 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.
- 2.2 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.

- 2.3 Academies are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.4 This policy complies with our funding agreement and articles of association.

3. Purpose of the Accessibility Plan

- 3.1 Each academy is required to develop an Accessibility Plan that has been approved by the LAB. The purpose of the Accessibility Plan is to:
- Increase the extent to which disabled pupils/students can participate in the curriculum.
 - Improve the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled pupils/students.
- 3.2 The Accessibility Plan will be used to inform other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:
- Increase access to the curriculum for pupils/students with a disability, expanding the **curriculum** as necessary to ensure that pupils/students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school's visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils/students in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case by case basis.
 - Improve the accessibility of **written information** to students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Links with other policies

4.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils/Students with Medical Conditions Policy

5. Monitoring arrangements

5.1 This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The academy's Accessibility Plan will be approved and monitored by the Local Advisory Body (LAB).

Planned outcomes	Planned action	Timescale	Actioned by	Monitored by	Monitoring update October 2018
Physical Access					
Facilities and site meet requirements of the Disability Discrimination Act 2010 and cater for all	Annual Local Authority accessibility audit	Annual and on-going	Premises Manager	Vice/Assistant Principal (Curriculum)	All decisions regarding updates to the academy estate are made considering DDA Compliance. 10.1.20 On going
Emergency Access					
Disabled students and adults to be able to evacuate the building safely in a fire emergency	Personal emergency evacuation plans are in place for disabled students/staff Lifts at Sir Thomas Boughey not to be used	On admission and reviewed annually in September	Allocated Teaching Assistants Premises Manager	Vice/Assistant Principal (Curriculum) SLT SENCO	There is currently one student that does need support in evacuating the building. A personal plan is in place. A member of staff will need to accompany students with specific medical needs as they leave the building.
During unavoidable closure all students and adults to be able to leave building safely	No student to leave without contact being made with an appropriate adult Students records checked and updated	Annual and on-going	Data collection	Vice/Assistant Principal (Pastoral) Head of Services HR	10.1.20 Monitoring – no concerns
Curriculum Access					
All students have access to a broad, balanced and relevant curriculum	Annual audit of curriculum via Scheme of Work scrutiny. Student Voice committee to assess physical accessibility of curriculum.	Annual – Autumn Term As per Student Voice schedule	Subject Leaders House Managers	Vice/Assistant Principal (Curriculum) Vice/ Assistant Principal (Pastoral)	Annual SOW scrutiny completed 6.10.17. 15.4.20 Curriculum review due W/c 20.4.20

All students have a differentiated curriculum that meets their individual needs	SEND students who have an EHC Plan, or are on the Code of Practice have a support plan that details the students' needs Lesson observations show teaching matched to individual needs.	As per individual annual review schedule.	Subject Leaders	Vice/Assistant Principal (Curriculum) SENCO	All SEND students have Pupil intervention plans on the one drive and are available to teaching and support staff. PIP's detail barriers to learning and strategies to implement in order to support individual needs. These are reviewed annually. Lesson observations monitor differentiation and reasonable adjustments made. Seating plans identify SEND learners.
TAs assist students with accessibility needs	Support plans reviewed Train teaching staff.	As per individual annual review schedule.	Allocated Teaching Assistants	SENCO Vice/Assistant Principal (Curriculum)	Care plans created for medical needs and are reviewed annually by school and parents. Parents update school when necessary, so amendments can be made. Training provided for staff if necessary. Staff training to support the delivery of lessons to students with hearing impairment (use of radio mic) training undertaken 8/44/2022 Staff (TA) training to support pupils with specific medical needs (undertaken 23/6/20) Training on delivery of curriculum to students with ADHD needed.
Curriculum celebrates diversity in terms of disabilities	Incorporate key events into curriculum planning- e.g. Paralympics/Disability awareness week	Curriculum mapping Assembly schedule	Subject Leaders	Vice/Assistant Principal (Curriculum)	House assemblies and PD curriculum promote equality, diversity and success.
Tracking of disabled student achievement identifies gaps in performance and intervention is provided to improve outcomes to ensure disabled students make 'good' progress	Annual examination reviews TAAP	Annual - Autumn Term	Subject Leaders Vice/Assistant Principal (Data & Intervention)	CEO Principals Governors	Student progress tracked on SISRA at each data collection. Students identified for intervention. SENCO tracks performance of SEND pupils at each data drop. HOF's receive feedback.

Transport supports disabled students	Disabled students complete travel plan on induction. Ensure companies provide accessible vehicles	On going Review each Summer Term	Allocated Teaching Assistants Finance Officer	Vice/Assistant Principal (Curriculum)	Sir Thomas Boughey leases a wheelchair accessible vehicle which is available for suitably qualified minibus drivers to use. This allows wheelchair users equal access to education visits. All bus companies engaged to complete academy duties are done so taking into consideration wheelchair access as required. Students with additional medical needs supported by TA on external visits.
Access to information					
Identify disabled students, staff, and governors.	Electronic and paper based questionnaire	Annual and on-going	Data collection HR Head of Services	HR SENCO	Students identified through admissions. Staff and Governors identified through recruitment process 10.1.20 Monitoring
Student, staff, governor and parent/carer views on accessibility understood and incorporated where appropriate	Consult with students, staff, Governors and in the development of the Accessibility Plan.	Annually via Student Voice calendar	House Leaders Head of Services - HR	Vice/Assistant Principal (Pastoral) Vice/Assistant Principal (Curriculum)	Student voice and parent forums provide students and parents opportunities to present their views. Staff wellbeing surveys allow staff the opportunity to present views. Parents of SEND pupils are invited to coffee mornings and a SEND parents' evening during the year where their views can be shared. SEND students responses to student voice are analysed in comparison to non-SEND.
Academy website is accessible for use by disabled people.	Review website Seek user feedback	On going	Marketing Representative	Principal	15.4.20 Website continues to be regularly updated. No concerns raised at present. Website audit 21/5/20.
Correspondence is available in preferred format	Offer service to parents/carers via website House Leaders are aware of parents/carers access needs and appropriate support provided when	On going	Admin/ Attendance Officer	Principal Vice/Assistant Principal (Pastoral)	Correspondence is available in dyslexia friendly format. House Leaders and the SEND team regularly meet parents to discuss any needs they may have. 15.4.20 Continue to monitor – no concerns raised at present

	needed.				
All students, staff, governors and parents/carers are aware of the Accessibility Plan	Raise awareness of Accessibility Plan via website/newsletter, induction, staff team meetings, student voice, Governors' Meetings.	As per calendared agenda via environment agenda Biennial as per policy schedule	SLT Lead for Marketing Senior Teachers House Managers Link Governor (VRA) Head of Services - HR	Principal	All staff to read policies by end of July annually. Policy is available on school website. Policy is review on a biennial basis by the SENCO Policy available to Governors on Trust wide services. HR team to add item to newsletter termly and include in HR/H&S induction for all new staff. <i>15.4.20 No amendments to current process.</i>
Sir Thomas Boughey site Specifics					
Access in and out of the lift from reception is clear.	Shelves and materials to be removed from exit.	Ongoing	Site staff	SENCo	Use of the lift is currently under review. <i>10.1.20 Lift no longer available</i>
Improve disabled changing facilities.	Lockers to be added to conference room disabled toilet. Quote for shower to be obtained.	Ongoing	Site staff	SENCo	Quotations available for the shower installation works. Lockers installation under review with but lockable metal unit in situ. <i>10.1.20 Shower installation pending funds becoming available.</i> Lockers have been installed. Medical bed installed in medical room. September 2020.
Improve wheelchair access to reception area.	Install dropped section of counter.	Ongoing	Site staff	SENCo	<i>Lower reception window removed 10.1.20 due to Lock down concerns. Students have been redirected to House Leaders for support.</i> <i>15.4.20 No further amendments to reception area due.</i>

Improve safety of pupils exiting the school.	Plan created to allow pupils to exit from upper school yard exit onto High Street.	Ongoing	Site staff/SLT	SLT/SENCo	The principal and Senior leadership team will trial the proposed exit from the academy at the end of the academic day to ensure this is in the best safety interests of the students before permanent implementation. Review Nov 2018. 10.1.20 Monitoring 15.4.20 This provision is not in place.
Parents with poor literacy skills can access school information.	Audio files added to letters/prospectus/policies.	Ongoing	IT technician	SENCo	Provision of audio files for letters/prospectus/policies is available through PDF. Instructions to access audio files to be added to the website. Documents on word can now converted to audio through 'read aloud' icon. Instructions how to access this to be added to the website. 24.1.20 On going. 15.4.20 No concerns raised at the moment. Access arrangements above remain

