

Wrenn Academy Accessibility plan 2021-2024

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Wrenn Academy intends, over time, to increase the accessibility of our school for disabled pupils. Wrenn Academy is committed to providing an environment that enables 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 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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 DDA:

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

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

- Equality Objectives
- Equality Policy
- Staff Development Handbook
- Health and Safety Policy
- Special Educational Needs Policy
- The SEND information report
- Behaviour Policy

The Academy's complaints procedure covers the Accessibility plan.

Staff Development

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

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front 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 action plans showing how Wrenn Academy will address the priorities identified in the plan.

The plan is valid for three years 2021-2024. It is reviewed annually.

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Our aims are to:

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

The table below sets out how the school will achieve these aims.

Aim	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.	Training for specific staff, including medical, to ensure that they are appropriately skilled to meet the diverse needs represented within the school community.	Identification of training needs based upon children presently in school. Identification of staff to undertake training. Release time for staff and opportunities to discuss and embed training upon return.	RH/KFU	Sep 2021	Staff trained to deal with specific pupil needs. Feedback from training demonstrates a deeper understanding of specific pupil needs and interventions required. Intervention tracking shows that specific pupils are making progress.

	Raise level of support and provision for pupils with Dyslexia and Dyscalculia.	Investment in diagnostic tools to improve identification of pupils. Raising of teacher's awareness through training and support. Investment in resources to support pupils with Dyslexia/Dyscalculia	KFU	Sep 2021	Higher number of pupils identified Higher number of students accessing appropriate support
	Develop the use of specific resources, including innovative materials and technology to enhance the provision for pupils disabilities.	Investment in information technology that supports individual needs. Explore the use of resources to help pupils access learning alongside their peers	TE/KFU	Sep 2021	Pupil feedback identifies positive aspects of modified resources/materials across the curriculum. External agencies identify positive responses to resource requests.
	Develop the Support Bases to offer a wide range of facilities and resources aimed at developing independence and autonomy.	Resourcing of Support Bases Monitoring and updating of provision to meet presenting needs.	HJ/KFU	Sep 2021	Student wellbeing
Improve and maintain access to the physical environment.	Audit school environment to ensure opportunities to access learning are maximised for pupils with disabilities	Development of the whole school environment to reflect the needs of pupils The building audit is reviewed regularly and in response to arising challenges	CET/MB	Sep 2021	Environmental changes are supportive of disabled access wherever possible.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is multi-storey.	Some ramps are in place. No lift access is in place	CET/DMG	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Health and Safety walks carried out termly.	CET/DMG	Termly
Parking bays	Disabled parking bay available at front of school and the leisure centre.	Monitor use. Additional bays to be allocated if required.	CET/DMG	Ongoing
Entrances	Main entrance accessible by steps (DR and LR) side entrances accessible.	DR car park entrance new steps fitted	CET/DMG	Ongoing
Ramps	Corridors in LR near Hall DR to tower block	Monitor use and need.	CET/DMG	As needed
Toilets	Disabled toilets available LR and DR on main floor	Regular checks for accessibility, cleanliness and damage.	CET DMG	Ongoing
Emergency escape routes	Labels well and clearly displayed throughout school. Emergency lights above door.	Continue to ensure signs are maintained.	DMG	Ongoing.
	Fire evacuation plan in place and communicated.	Reviewed at least yearly.	AW	Yearly