Accessibility Plan

All Staff, Students, Parents and Visitors

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1. Introduction

This policy aims to outline the commitment of Whitcliffe Mount Academy to '**Valuing People'** as individuals to ensure that all stakeholders including but not limited to, students, staff, governors and other visitors are catered for when accessing the curriculum and the facilities we have to offer. This policy will outline the steps taken by Whitcliffe to ensure that stakeholders with disabilities or additional needs are considered closely, using families, external agencies and support workers to remove or minimise any potential barriers to accessing facilities here at Whitcliffe and participating in school life.

Whitcliffe is committed to promoting positive attitudes and approaches to stakeholders with disabilities and strives to increase access to education for all disabled pupils. Furthermore, the school strives to develop a culture of awareness, tolerance and inclusion. As part of a continued aim to improve accessibility, liaison with parents, students and external agencies will be ongoing with a view to a vision of continuous improvement.

2. Purpose of this policy

The purpose of this policy is to identify how Whitcliffe intends to increase accessibility of the school for disabled stakeholders, whether their needs are physical, social, sensory, emotional or cultural or any other strand of need. Under the **Equality Act 2010**, schools are expected to have an accessibility plan. **The Equality Act 2010** replaced all pre-existing equality legislation, including the **Disability Discrimination Act**. This law highlights that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." The **Accessibility Plan** is listed as a statutory document for the Department for Education's guidance on statutory policies for schools.

The plan must be reviewed every three years and be approved by the Governing Body; the review can be delegated to a committee of the Governing Body, an individual, or the Headteacher.

3. Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

4. What will the Accessibility Plan do?

- The **Accessibility Plan** is structured to complement and support the school's **Equality and Diversity Policy** and the **SEND Report**, both of which are accessible via our school website.

- Whitcliffe is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the **Equality Act 2010** and **Section 69** of the **Children and Families Act 2014** with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- The **Whitcliffe Mount Academy Accessibility Plan** shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The **Accessibility Plan** contains relevant and timely actions to:

    - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
    - Improve and maintain access to the physical environment of the school, 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 the delivery of written information to pupils, staff, parents 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.

- Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to fully comply with the **Equality Act 2010** and **Section 69** of the **Children and families Act 2014.**

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

    - **SHARE MAT Secondary Behaviour Policy**
    - **SHARE MAT Equality and Diversity Policy**
    - **SHARE MAT Health and Safety Policy**
    - **Whitcliffe Mount Academy SEND Report**
    - **School Improvement Plan**

- The **Accessibility Plan** will be published on the school website.

- The **Accessibility Plan** will be monitored through Governing Body committees and reported to the Full Governing Body and published in the Governor's Annual Report

- The school will work in partnership with external agencies, families, staff and students in implementing and reviewing this **Accessibility Plan**

5. Action Plan – Access to the Site and Facilities

The School is committed to ensuring that access to the site and its facilities is of the highest standard. On an annual basis a walking audit is carried out which aims to identify accessibility issues for all stakeholders. The key areas for improvement are then identified, risk assessed and prioritised to form a clear action plan of immediate, medium-term and desirable improvements, which will then be addressed by the Assistant Headteacher – Inclusion/SENDCo and Facilities Manager in their **Accessibility Action Plan** overview.

The **Action Plan** overview for 2023-26 can be seen in **Section 8**. Key stakeholders including staff, students and visitors will be offered the opportunity to give their views on how access can be improved to ensure the action plan promotes inclusivity.

6. Action Plan – Access to the Curriculum

The School will ensure that all reasonable adjustments are made to offer its students the opportunity to access the subjects and courses on offer, allowing them to experience the same opportunities as their able bodied peers. To ensure this is the case, the School's **Inclusion Team** hold annual induction and transfer of information meetings with the main feeder schools to ascertain relevant information regarding the accessibility needs of future students. These needs are then, wherever possible, addressed prior to the students starting at Whitcliffe. Furthermore, Curriculum Leaders will be offered annual opportunities to inform the inclusion and site team of any issues with accessibility to their curriculum; the Inclusion Team has a budget for all students with additional needs, and the facilities team have a contingency within their budget to account for exceptional requests. If a new student or staff member with accessibility needs joins the School mid-way through an academic year, a needs analysis will be carried out and all reasonable adjustments will be made to support their access to the curriculum. Parents and students will be offered the opportunity to give feedback on access to the curriculum through liaison with the **Deputy Head** (Pastoral), the **Assistant Headteacher – Inclusion**, **SENDCo** and **Assitant SENDCo,** the **Inclusion Team** and **Curriculum Leaders**.

7. Action Plan – Access to Written Information

The School is committed to ensuring that all reasonable adjustments are made to offer access to written information. The School will provide all policies in an online format to allow stakeholders to adapt the view of the policy to a larger font if they require this. Additional formats such as Braille or spoken word documents will be made accessible when requested by individuals. Such requests should be sent direct to the Headteacher's PA.

8. Accessibility Action Plan Overview

Aim:	Current good practise:	Objectives:	Actions to be taken:	Person/s responsible:	Completion date:
Increasing access to the curriculum for students with disabilities	Bespoke curriculum offers Regular involvement of HI, VI and PD team to check student access to education Reasonable adjustments to the uniform policy Liaison with OT and Childrens Therapy Services Access to bespoke literacy support intervention sessions	Regular review of individual student needs to assess the effectiveness of meeting aims (i.e. review within the first 3 months can assess actions to be set for medium and long term)	Regularly involve outreach teams and invite to all annual reviews Share specific advice on disabilities through Student Profiles via Arbor Regular QA with SENDCO and SLT to ensure needs are being met in the classroom through high quality teaching. Ensure SEND register is kept up-to-date and add key information to Arbor Regular CPD for teachers and support staff on meeting the needs of SEND students	SLT SENDCo Assistant SENDCo	*Rolling programme based on the demographic of the annual intake*

Improve and maintain access to the physical environment	Accessible toilets and accessible parking spaces Leave Early and car park pass for specific students to avoid corridor congestion and lengthy lunch queues. Specialist Evacuation Chairs located in each stairwell for emergency use Designated wheelchair accessible meeting spaces Lift access throughout the building Designated hygiene/care room with integrated	*Short term- assess areas around school that are hard to access.* *Medium term- look at lower cost/ reasonable adjustments to allow for better access to these areas.* *Long term- look at higher expense options to improve access (e.g. self opening doors)*	Review the appropriateness of current disabled access to whole building. Review accessibility assessment tool to review the key areas around school whereby access may be limited. Identify any classroom/ teaching/social spaces that are hard to access. Liaise with appropriate colleagues at SHARE MAT central team to explore how access can be improved in the long term.	Compliance offer to complete assessment. Deputy Head Pastoral/Assistant Headteacher – Inclusion/SENDCo/ Assistant SENDCo. SHARE MAT Colleagues	Rolling programme of work based on needs of students, staff and visitors

	toilet and shower facilities.				

Improve the delivery of information to students with disabilities or needs	Use visuals to support written instructions. Following guidance from HI outreach services on using radio aids and other equipment. Provide additional support resources for students to use such as magnifying rulers, pen grips, writing slopes and coloured paper. Including liaising with the VI outreach services where appropriate.	Short Term: Assess which students need additional support and direct resources accordingly. Medium Term: Look at a wider scheme and newer technology to support VI and HI students. Longer Term: Look at implementing the scheme school-wide so that all messages/information are available to all students.	Ensure signage around the school is appropriately provisioned. Ensure messages are delivered through a range of media – spoken, written, verbal etc.	School	Rolling programme of work based on needs of students, staff and visitors

9.

Additional comments:

10.

DATE COMPLETING DOCUMENT:	21/10/26
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