



L.E.A.D. Academy Trust

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Witham St Hughs Academy Academy Accessibility Plan

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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.

At Witham St Hughs Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Witham St Hughs Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Witham St Hughs Academy is committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity irrespective of:

Age

Race

Disability

Religion and belief

Gender reassignment

Sex

Pregnancy and maternity

Sexual orientation

Marital arrangements

Values, Principles and Standards

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

equality and social justice acknowledging and valuing diversity respect for others

compliance with equal opportunities legislation

elimination of all forms of prejudice and unfair discrimination

active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour commitment to inclusive education which enables and supports all pupils to develop their full potential

accountability for compliance with this policy by all members of the School communities and others engaged in School business or activities.

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.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including 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.

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><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p>	<p>Short term</p> <p>To liaise with Nursery providers to review admissions before the start of academic year</p>	To identify pupils who may need additional provision	FS leader/SENCO	Sept/Oct 2019	Appropriate procedures/resources are in place
	<p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher SLT	Ongoing	Engagement and involvement

		To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		<u>Medium Term</u> To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.	SENCo	Termly	Termly report indicate progress
		To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENCo/Head teacher	Ongoing	Variety of planned activities that reflect the needs of pupils

		<p><u>Long Term</u></p> <p>Review targets and deliver findings to governing body</p>	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body		
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Resources at wheelchair-accessible height</i> 	<p>Long Term</p> <p>Ensure that New building works comply with regulations.</p>	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body		
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p>					

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| | <ul style="list-style-type: none">• <i>Internal signage</i>• <i>Large print resources</i>• <i>Pictorial or symbolic representations</i> | | | | | |
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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 Emily Broadley - Acting Headteacher

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

This is updated annually or when significant changes are made.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	There is only one Storey to the building	None	HT	
Corridor access	The corridors are wide given that the building is less than 15 years old.	None	HT	
Lifts	None	None	HT	
Parking bays	There are 2 disabled Parking Bays	None	HT	
Entrances	The Entrances meet regulations for Wheelchair Access	None	HT	
Ramps	None	None	HT	
Toilets	The building has 2 toilets to accommodate wheelchair access	None	HT	

Reception area	The Reception Area is at Wheelchair Height.	None	HT	
Internal signage	All Internal Signage follows regulations e.g. Fire/ Health and Safety	None	HT	
Emergency escape routes	All Escape routes meet safety standards	None	HT	