ACCESSIBILITY PLAN 2016-2017
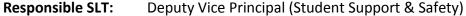
Responsible SLT: Deputy Vice Principal (Student Support & Safety)
Status: SLT Review
Review Date: December 2017

RATIONALE: We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

SWB Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school, although since the relocation to the new build, we believe the Academy provides an excellent physical environment that can be accessed by all. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements of the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equalities Act). 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 visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with other Academy policies, protocols and guidance documents, including: Curriculum, Equality Duty Policy, Continuing Professional Development, Health & Safety Policy, Inclusion, Special Educational Needs and Disability (SEND), Behaviour, Academy Development Plan, Asset Management Plan.

As Academy policies are reviewed, a section relating to access will be added as applicable. The terms of reference for all Wolverhampton Academy Trust Board Committees will contain an item on "having regard to matters relating to Access". The Action Plan for physical accessibility relates to the Access Audit of the School.

What	When	Who
Audit carried out annually by SWo to put plan in place.	Annually – July	SWo
Termly review to share with Stakeholders and update audit plans.	October 2016 – Student voice February 2016 – Parental questionnaire May 2016 – Staff questionnaire	SWo/JDi/Ake SWo/JDi/Ake SWo/JDi/Ake
Termly review of audit plan.	October 2016 February 2016 May 2016	SWo/JDi/Ake SWo/JDi/Ake SWo/JDi/Ake

Improving Curriculum Access:

Timescale	Item	Activity	Success Criteria	Key staff
Short Term	Training for staff on differentiating the curriculum in particular for pupils with additional needs.	Audit of staff training requirements through Performance Management. INSET delivered to staff from specialists. Training provided through LA/MAST to support theory of additional needs and disabilities.	All teachers are able to more fully meet the additional needs of students with regards to accessing the curriculum.	Senior Vice Principal, Assistant Principal (Teaching and Learning) Leaders of Departments
Medium term	Training awareness – Raising of Disability issues.	Provide training for, staff, pupils and parents on issues such as Dyspraxia, ADHD, ASD and other areas of need as they arise. Training to be built into the school calendar.	Lessons planned with differentiated tasks to accommodate the needs of individual pupils.	Deputy Vice Principal (Student Support & Safety), Senior Director of Student Support
Long term	Class rooms are optimally organised to promote the participation and independence of all pupils.	All staff to review a preferred layout of furniture and equipment in classrooms, taking into account needs of individual students. Classrooms have visual representations of information.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All students can find items in a classroom and are aware of the subject room they are in.	Vice Principal (Operations & Safety) Directors of Departments

Improving Physical Access:

Timescale	Item	Activity	Success Criteria	Key Staff
Short term	Improve working environment for students with visual impairment and disabilities that require adjustments to lighting and colour schemes.	Seek advice from sensory support service if appropriate. SEN team to provide staff information of appropriate use of colour schemes to support individual needs of students. In stall blinds on necessary windows (south facing) if required.	Staff awareness raised of appropriate colour schemes. Put into use in classroom practice. VI students are able to work independently in all teaching areas.	Deputy Vice Principal (Student Support & Safety) Senior Director of Student Support
Medium term	Improve ease of access to the Academy for students, staff and visitors with physical	Audit entrance, exit and parking facilities for people with disabilities.	Plan in place to improve access to Academy for people with disabilities.	Vice Principal (Operations & Safety)

Timescale	Item	Activity	Success Criteria	Key staff
	disabilities.	Identify issues for development and use to inform Accessibility plan for next year.		
Long term	Ensure visitors have easy access to lift facilities, if required, during 'event' days and evenings at the Academy.	SLT to consider facilities for movement around the Academy during event occasions. SLT to make recommendations and organise events accordingly.	Visitors, students and staff with disabilities will find it easy and comfortable to visit the Academy, without any concerns about how they may access certain areas.	Vice Principal (Operations & Resources)

Improving Access to Information / Delivery of Written Information:

Timescale	Item	Activity	Success Criteria	Key staff
Short term	Availability of written material in alternative formats. School brochures, newsletters and other information will be provided in different formats for those that require it.	The school makes itself aware of the services available through LA for translation services and for converting written information into alternative formats. Consultations with technicians on a text reader translator on the website.	If required the school can provide written information in alternative formats. System in place of automatic translation of any document sent home Website contains translatable documents. All school information available for all.	Deputy Vice Principal (Student Support & Safety) Senior Director of Student Support
Medium term	To improve knowledge of the software available for pupils with disabilities.	STAS and ICT team to be contacted for more information.	Appropriate software can be accessed when appropriate.	Director of Student Support