



Accessibility Plan

PURPOSE

This plan shows how Witton Middle School aim to increase the accessibility of their school for disabled pupils, staff, parents/carers and visitors.

LEGISLATION

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.

CONTEXTUAL INFORMATION

Witton Middle School was built in 1956 with an extension (Year 7 block) added in 1964. It is a two storey building with six flights of stairs in the main building and two flights of stairs in the extension. There are currently ramps to enable access to both buildings and all doors are wheelchair friendly.

CURRENT RANGE OF KNOWN DISABILITIES

There are a small number of staff and pupils who have mobility issues, hearing impairments and visual impairments.



ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for	Use ICT software to support learning.	Ensure appropriate software installed where needed.	Team Leader	As required	Wider range of SEN resources available for use in classrooms.

	<p>pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of staff, pupils & visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height 	<p>All educational visits to be accessible to all.</p> <p>After-school clubs to be fully inclusive and accessible to all.</p> <p>Create access plans for individual</p>	<p>Develop guidance for staff on making trips accessible.</p> <p>When run by school staff – the school will ensure provision is inclusive, in order that no child is excluded.</p> <p>When run by external bodies – responsibility of external agency to liaise with parents/carers as to specific needs.</p>	<p>Group Leader</p> <p>Group Leader</p>		<p>All pupils able to access all educational visits and take part in a range of activities.</p> <p>All pupils in school able to access after school clubs and participate in a range of activities.</p> <p>Individual risk assessments and</p>

		<p>disabled pupils when required.</p> <p>Be aware of staff, governors, parents, carers access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>				<p>Personal Emergency Evacuation Plans (PEE) will be in place for disabled pupils and all staff made aware of pupils needs.</p> <p>All staff, governors, parents, carers feel confident their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
		<p>Ensure relevant staff are aware of their responsibilities in relation to disabled pupils.</p>	<p>Already in place.</p>	<p>SENCO</p>		<p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>

<p>Improve the delivery of information to staff, pupils, parents/carers and visitors with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>Provide information and letters in clear print and in plain English.</p> <p>Electronic messages sent via InTouch.</p> <p>School Office will support parents to access information and complete school forms.</p> <p>Provide suitably enlarged, clear print for pupils with a visual impairment.</p> <p>Access to translators, sign language interpreters to be considered and offered if possible.</p>	<p>Already in place.</p>	<p>School Office</p> <p>Class teachers</p> <p>SENCO</p>	<p>All parents/carers receive information in a form that they can access.</p> <p>Excellent communication. Ongoing appropriate use of resources.</p> <p>Pupils and/or parents/carers, visitors feel supported and included.</p>
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MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

ASSOCIATED POLICIES

This accessibility plan is linked to the following policies and documents:

- Behaviour policy
- Curriculum policies
- Learning & Teaching policy
- Equality and Diversity policy
- Health & Safety policy
- Special educational needs documents
- Witton Action Plan

This policy appears on the school website.

Prepared by:	Business Manager	Responsibility of:	Headteacher
Agreement Date:	Autumn 2017	Review Date:	September 2020
This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.			

VERSION CONTROL

Date	Version	Approved by	Title	Changes
20.9.2017	1	Full Governors	Accessibility Plan	New policy in line with the Equality Act.

ACCESSIBILITY AUDIT

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are wide enough for wheelchair users	Ensure corridors are kept clear of obstructions.	All Staff	Daily
Lifts	Due to the age of the building, no lift access.			
Parking bays	2 designated disabled parking bays within the school grounds.	Regularly remind all users of the car park that these two bays are for disabled users only.	All Staff	
Entrances	All accessible with assistance.	Some entrances will require a second smaller door to be opened to enable better access.	All Staff	As needed
Ramps	There are various ramps around the school site that enable easier access.	Monitor paving slabs for trip hazards.	Site Manager All Staff	Ongoing maintenance
Toilets	Disabled facilities available in both buildings.	Investigate funding to enable the installation of disabled facilities in the changing rooms.	Business Manager	Ongoing
Reception area	Accessible with assistance.	May require a second smaller door to be opened to enable better access.	All Staff	As needed

Internal signage	Clear nationally recognised signage. Yellow edges on stairs and outside steps.	Inspect daily.	Site Manager All Staff	Ongoing maintenance
Emergency escape routes	All labelled with nationally recognised signage. Evacuation routes displayed on all doors.	Regular inspections to ensure signage still in place. Regular evacuation drills to ensure all staff & pupils can exit safely and in a timely manner. Fire Safety company inspect annually.	Business Manager	Ongoing maintenance