

WRANGLE
PRIMARY ACADEMY



**UNIVERSITY OF
LINCOLN**

Accessibility policy

Approved by: Governors

Date: 02.10.2023

Last reviewed on: September 2024

Next review due by:

September 2025

Schools' duties around accessibility for disabled pupils. Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.
 1. Not to treat disabled pupils less favourably for reasons related to their disability
 2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
 3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the Academy **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Our Policy includes a plan showing how the academy will address our identified priorities. This plan incorporates the academy's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the academy has set the following priorities:

- To provide safe access throughout the academy for all academy users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the academy experience as fully as possible.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Our academy is committed to providing an 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 developing a culture of awareness, tolerance and inclusion. Wrangle Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the academy. An Accessibility Plan will be drawn up to cover a three-year period. The Accessibility Plan will contain relevant actions to:

1. Improve access to the **physical environment** of the academy, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the academy and physical aids to access education.
2. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If an academy fails to do this they are in breach of the DDA). 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.
3. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access". The Academy website will have a copy of this plan published. The Academy complaints procedure covers the Accessibility Plan. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Wrangle Primary Academy Accessibility Plan 2024 - 2028
Improving the Physical Access at Wrangle Primary Academy

An Access Audit	Item	Activity	Timescale	Cost £
1.	SIGNAGE	Appropriate signs for visually-impaired.	By June 2025	TBC
2.	DOOR ACCESS	Suitably contoured	In place	
3.	UNEVEN AREAS IN PLAYGROUNDS	Monitor and mark level transitions.	On going	
4.	DOOR HANDLES	Ensure door handles contrast in colour with main body of door.	In place	
5.	DOOR ACCESS	Front entrance	Already wide for disabled access.	
7.	LIGHTING	Outdoor lighting for KS2 Playground	In place	
9.	DISABLED TOILETS	Disabled toilet available for staff and children.	In place	
10.	SCHOOL ENTRANCE ENHANCED RECEPTION FOR HEARING IMPAIRED	Better access for the hearing impaired	By June 2025	TBC

Wrangle School Accessibility Plan 2024-2028

Improving the Curriculum Access at Wrangle Primary Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	HT		Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff	As need arises for individual children In place.	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	PE coordinator	June 2024	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching Staff	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff	Whole school community aware of issues relating to Access	All staff and HT	As the need arises for individual children In place	Community will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information at Wrangle Primary School TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENT
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Office	As needed	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Office	As needed	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	Office/ HT	As needed	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good and effective communications systems.	Arrange training courses.	Awareness of target group raised	All staff/ HT	As needed	School is more effective in meeting the needs of all.