THE WELLDON PARK ACADEMY
Accessibility Plan
2022-2023



Ready Respectful Safe



1. Aims

All 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

The Welldon Park Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is committed to setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils. Our vision for disabled pupils is based upon our wider commitment to equal opportunities, with a view that every child matters, and that therefore all children are made welcome irrespective of race, creed or impairment.

The Welldon Park Academy believes that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve
- Every child has unique characteristics, interests, abilities and learning needs
- All children must have access to education which should accommodate them within a child-centered pedagogy capable of meeting these needs
- Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights



The Welldon Park Academy has high ambitions for its disabled pupils. The school adheres to the 'social model of disability', that is, the view that disabled children experience social disadvantage, which is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal or environmental barriers.

As a school we aim to remove these attitudes and barriers in order to create equality, offering disabled pupils more independence, choice and control.

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.



3. Action Plan

Aim	Current good practice	Objectives	Actions	Person Responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	•Our school offers a curriculum which can be accessed by all with the appropriate scaffolds and adaptations in place •We use resources tailored to the needs of pupils who require support to access the curriculum •Curriculum progress is tracked for all pupils, including those with a disability •Targets are set effectively and are appropriate for pupils with additional needs.	*Short Term:* To collate a list of existing resources for staff to view, including online resources *Medium Term:* For staff to have an increased awareness of what resources are available and what they aim to support *Long Term:* To see a more confident use of resources across the school with a focus on the use of technology	•Review existing SEN resources (audit) •Research any additional resources required •Invest in new resources if necessary, in particular technology to support disabled pupils • Continue to develop the explicit teaching of vocabulary and use of tiered vocab	SLT/SEND team	Autumn Spring Spring	• Resources catalogued by category of SEND • Resource list shared with staff, parents and pupils where appropriate • Resources ae being used more confidently across the school and are appropriate technology is available to support home learning where possible



Improve and maintain access to the physical environment so that it is accessible to all pupils	*The environment is adapted to the needs of pupils as required* This includes: • Accessible toilet facilities • Ramps	Short term: The needs of disabled pupils are considered carefully for transitions into new classes/year groups Medium Term: The school continues to make changed to the physical environment with the needs of disabled pupils at the forefront of all decision making Long Term: The school is fully and easily accessible for disabled pupils	• Continue to review the long term needs of pupils with disabilities in our school to minimise disruption • Review intimate care facilities in the early years setting •	Health and Safety Team SLT/ SEN Team Site Manager	Termly Autumn term	• The school is fully accessible to disabled pupils and visitors • Intimate care facilities are adequate and protect pupil dignity
Improve the delivery of information to pupilswith a disability	Our school uses a range of communication methods to ensureinformation is accessible. This includes:	Short Term: To review existing signage	• Review internal signage of the mainstream school	Health and Safety Team/Inclusion Team	Autumn Spring Summer	Signage system is supportive tothe needs of our disabled pupils acrossthe school setting

	• External signage • Large print resources • Use of visually supportedletters for families • Use of apps and onlineresources • Use of translation • Pictorial or symbolic representations (Communicate in print)	Medium Term: To have an overview of what is proving useful in other schools Long Term: For pupils and visitors toour school with disabilities to be able to navigate the school building independentlyand successfully	• Research signage optionsand consider suitability • Implement new signage system in school if deemed appropriate			

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 the governing body and will be made available on the school website.

5. Links with other policies

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

- Educational Visits Policy
- Equality information and objectives
- Medical Needs Policy
- Special educational needs and (SEN) information report



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One Storey for Key Stage 1 and Foundation Stage Two storey for Key Stage 2	N/A		
Corridor access	Corridor access is good	N/A		
Lifts	One lift in Key Stage 2 Area (Year 6 and Year 3 corridor)	N/A		
Parking bays	One staff disabled bay and one additional bay for pupil taxis available in the middle row (yellow striped box)	Should we mark this bay as disabled?	Health and Safety Team SLT	
Entrances	School entrance is step free at the main office at Wyvenhoe. Step free access also available at	N/A		
Ramps				
Toilets	Accessible toilet in the medical room with room for a hoist and a small shower facility. Additional shower facilities in the nursery.	Review nappy changing facilities due to increased admission of children who are not toilet trained and in view of children with	Health and Safety Team SLT Foundation Stage Manager	Annually



		disabilities and medical needs.		
Reception area	The school reception area is step free in access and the school side entrance is easily accessible for pupils.	N/A		
Internal signage	Internal Signage is minimal	Review signage and consider if we require further signage to support our school community.	Health and Safety Team SLT Inclusion Team	Spring/Summer 2020
Emergency escape routes	Exits are clearly marked and kept clear at all times.	Termly health and safety briefings for staff and health and safety reminders to be entered into weekly business\ PEEP's to be completed for all disabled pupils	Health and Safety Team	Termly (at a minimum) AT least annually