

PRIORY FEDERATION OF ACADEMIES TRUST ACCESSIBILITY PLAN

Waddington Redwood Primary Academy

Policy review date	November 2018
Next review date	November 2020

1. Introduction

The Priory Federation of Academies Trust is committed to providing equality of provision to all visitors, teachers and pupils who use our facilities.

Our aim is to provide an inclusive teaching and learning environment where pupils can realise their full potential regardless of any disability, in line with The Equality Act 2010.

The pledge of the Trust:

- Not to treat anyone with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils;
- To educate and inform regarding disabilities and to promote equality amongst peers;
- To increase the extent to which disabled pupils can participate in the curriculum of the Academy;
- To improve the learning environment in order to increase the extent to which pupils and adults with a disability can take advantage of education and associated services.

It is a requirement that the Academy's Accessibility Plan is resourced, implemented, reviewed and revised every two years following implementation.

2. The purpose and direction of the Trust

The Trust identifies its focus and dedication to the children, young people and adults of the local community, which includes all those with disabilities. This commitment also includes those who may wish to work within an Academy, and may have disabilities. Through its ethos, environment and curriculum, the Trust will enable each individual to realise their true potential and encourage them to make positive contributions to society and prepare them for adult life. The learning environment and resources will support social inclusion and provide a safe and secure place where everyone matters.

The Trust is committed to providing a culture of inclusion, and ensuring that those with disabilities are able to participate.

The Trust is committed to removing barriers for pupils and adults with disabilities and aims to include them in all aspects of development. The Trust is also committed to ensuring that they have a voice within the respective Academy, and are actively engaged in contributing to the identification and development of the provision for pupils and adults with disabilities.

The inclusion statement in the National Curriculum describes the responsibility placed on schools to provide a curriculum that meets the specific needs of individuals and groups of pupils and this effectively links with the Academy's policy and practices in relation to SEN, in order to ensure that every pupil in the Academy is effectively included.

The Trust works with staff in order to ensure that the policies, practices and procedures of the Academy consider the needs of anyone with a disability in order to ensure that barriers to learning are removed.

3. The Needs of Disabled Pupils and Adult

The Trust will continually assess the needs of both pupils and adults involved in the Academy, both in relation to the core work of the Academy and additional extra-curricular activities. In relation to this, where a specific disability is identified, the respective Academy will endeavour to work to provide the resources/ adaptations required, in order to ensure equality of access.

A biennial review of accessibility provision takes place, to consider aspects including areas of strength and areas for development, for example: -

Strengths:

- Physical environment to support access of pupils and adults with physical disability
- Adaptation of curriculum areas, including specialist areas, in order to ensure full participation by pupils with physical disability
- Whole school approach to the use of 'positive language' framework in order to support pupils with SEN and behaviour needs.
- Visual aids to reinforce the understanding of verbal language
- Whole school use of an agreed positive, language framework in order to support pupils with SEN and behaviour needs
- The provision of additional resources to support individual pupils in accessing the curriculum. e.g. laptops and I-Pads
- The acceptance of 'disability' within the Academy, by pupils and staff
- The 'opening up' of the Academy to all members of the local community.
- Parent voice gathered.
- All vulnerable children/staff/stakeholders are aware of emergency procedures.
- Reasonable adjustments are made to accommodate the needs of pupils to access the curriculum.
- They EYFS area is all on one level, as is the year 1/2 classroom which ensures provision for wheelchair users.
- The year 3/4 cloakroom has a raised entrance to ensure smooth transition for wheelchair users.

Areas for Development:

- To further develop the environment to ensure that a solar light and high vis paint are utilised to ensure safety in the car park on dark evenings.
- Ramps are required in order for wheelchairs to exit the year 2 classroom both halls and the key stage 2 classrooms.

4. Increasing Participation

Curriculum developments to improve participation for disabled pupils will be a continual objective for the Trust, and will be developed in line with the Trust's work, involving the use of assessing a student's progress in order to develop individual learning programmes for all students. This development work will seek to engage partners from other schools and organisations and look at maximising the use of ICT, individual strategies and additional adults, where available, to maximise personalised learning.

5. Increasing Participation in Wider School Activities

The Trust is committed to ensuring that disabled pupils are, as far as possible, included in school life which includes wider activities:

In line with this, although all pupils are able to access wider school activities, additional activities and targeted opportunities are provided, in some cases with additional resources provided, in order to maximise the opportunities for pupils with SEN and disabilities to engage in wider school activities.

6. Improving the Accessibility of the Physical Environment

The Trust has considered accessibility issues across all of the sites within its portfolio, and will continue to consider building requirements in relation to disabled pupils, especially in relation to furniture layout in rooms, and regular disability checks of the building.

7. Management, Co-ordination and Implementation

The Head of each Academy is responsible for the management and implementation of their respective Accessibility Plan. They will work in conjunction with the Health and Safety Officer, Site Manager and Senior Leadership Team at their Academy in order to co-ordinate resources.

8. Accessibility Provisions on site

Waddington Redwood Primary Academy is committed to providing equality of provision to all visitors, teachers and pupils who use our facilities.

To the front of the school there is a parking bay reserved for all visitors and an additional bay for disabled parking.

Lowered kerbs provide wheelchair access from the designated disabled parking bay. The Academy reception, where all visitors are signed in and out, has been designed with a lowered desk area to facilitate ease of use for those in wheelchairs.

All possible steps will be taken to ensure any pupil who becomes disabled or requires temporary physical access arrangements during their time at Waddington Redwood Primary Academy will have every opportunity to remain in school and have provision adapted, where possible, appropriate to their needs.

The school building is all on one level and there is a fully automated door which can be used by wheelchairs. All the rooms at Waddington Redwood Primary Academy are accessible via the main automated door and access to the playground can be achieved the year 1/2 classroom or via the year 3/4 and upper key stage 2 cloakrooms. Disabled changing and toilet facilities are available in the hygiene suite and the sports and dining hall are fully accessible

All internal doors within the building are disability friendly and are 800mm wide throughout the general concourse of the building, with doors of 890mm on disabled toilets.

In the event of an emergency - evacuation and fire alarm:

The fire evacuation plan takes into account those pupils and staff who may require assistance to exit the building, Notices to all visitors who may require a temporary visitor's personal evacuation plan are displayed in the reception area and, if necessary, requirements, planning and provision are recorded at this point. If required a risk assessment will be carried out.

