

The Wings' CE Trust

Accessibility Plan



Committee:	Finance
Approved on:	June 2018
Next review date:	June 2021

Aim

At The Wings' CE Trust we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their race, language, gender, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and developing a culture of awareness, tolerance and inclusion. Our commitment to this is outlined in this plan.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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 carry out 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.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

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

- increasing the extent to which disabled pupils can participate in the school curriculum; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Action Plan

Objective	Actions to be taken	Timescale	Success criteria
Ensure all disabled pupils/adults and those suffering from injury resulting in temporary disability can be safely evacuated from the premises	Risk assessment completed Fire Escape Plan to be reviewed Personal Emergency Evacuation Plans completed	Ongoing and as required	All disabled pupils and adults are safe in the event of an evacuation
Ensure parents/carers with visual disability have equal opportunity to access information from school	Highlight on all school documentation that goes to parents/carers that it is available in larger print on request	Ongoing	The trust reacts to the needs of both adults and children so that information is accessible
Any redecorating work within the school is sympathetic to the visually impaired	Advice sought re- colour schemes and lighting before redecorating takes place	Ongoing	The school decorates to a standard that is sympathetic to visually impaired staff and pupils
To ensure the school develops pupil's awareness of disability.	Use opportunities to show people with disabilities in a positive light e.g. Paralympics Ensure the trust has learning resources (books etc) that show positive examples of people with disabilities	Ongoing	Pupil awareness of disabilities is increased
Plans to further develop the building take DDA issues in to account.	Work with contractors and architects when planning building works. Sufficient access at both sites.	September 2018	The building continues to be accessible for all where possible.
The trust is aware of the access needs of disabled pupils and stakeholders	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of stakeholder access needs and meet as appropriate.	As required	IEPs in place for disabled pupils and all staff aware of pupil needs. Stakeholders feel confident that their needs are met and have access to relevant school activities
Students have a differentiated curriculum that meets their individual needs	Pupils have an IEP/EHC Plan that details students' needs with personalised curriculums where appropriate	Ongoing	Lesson observations report that teaching is matched to individual needs

To ensure that all policies consider the implications of disability access	Consider during review of policies.	Ongoing	Policies reflect current legislation
Audit of accessibility of school buildings and grounds by site team. Suggest actions and implement as budget allows	Further signage to the building Consider including tactile/Braille signage Ensure flags on footpaths are in good condition and laid flat	August 2018	Site accessible

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	St George's – 2 storey building St Mark's – 2 storey building Leigh – 2 storey	Neither St Mark's or St George's has a lift installed. St Mark's currently have 1 x classroom in the upper storey. Consider installing lifts in both schools dependant on budgets. Leigh has a lift installed.	MY/NW	On-going
Corridor access	Sufficient access at all three sites. Improvements to be made to access to Y1 and Y2 at St Mark's to enable access from an external area	New doors to be fitted to allow access to the classrooms via an external door	MY/NW	September 18
Lifts	None installed at present at St George's or St Mark's. Lift installed at Leigh	On-going routine maintenance of the lift at Leigh CE.	MY	On-going
Parking bays	St George's – parking bays at front of school including disabled bays. St Mark's – Car park to	Survey of carpark at St Mark's from external consultant to be commissioned.	MY/NW	August 19

	rear of school, no identified bays. No Parking at Leigh CE, 2 hour parking limit to front of school.			
Entrances	Accessible entrance to all three schools	None	N/A	N/A
Ramps	Sufficient access to all three schools	None	N/A	N/A
Toilets	All three schools have accessible toilets for both adults and pupils	N/A	N/A	N/A
Reception area	Small reception area at both St George's and St Mark's is accessed by manual doors. Staff available to assist when needed. Reception at Leigh is accessed by an automatic door	Consideration to be made when any refurbishment works take place to point of entry	MY/NW	On-going
Internal signage	Limited signage throughout the schools	New signs to be sourced and placed in prominent areas around the schools.	SS/MY/NW	August 19
Emergency escape routes	Adequate access to emergency escape routes	Continue to ensure routes are clear at all times	MY/NW/LY/KF/DS	Ongoing

