



Warden Park

'The Best From All'

**ACCESSIBILITY
STATEMENT
FOR PLAN 2016-2019
Warden Park Academy**

November 2016

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Authorised by: Jonathan Morris (CEO)_____ Date: _____

Approved by: Colin Granlund (ACEO)_____ Date: _____

Approved by: Wendy Griggs (SENDSCO)_____ Date: _____

Contributors: Buildings & Facilities Manager Date: _____

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1. Introduction

All academies and schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, an academy will:

- a) increase access to the curriculum for disabled students;
 - b) improve the physical environment of the academy to increase access for disabled students;
- and

- c) Make written information more accessible to disabled students by providing information in a range of different most appropriate ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Warden Park Academy.

2. Other link policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEND information report*;
- policy for *Supporting students at academy with medical conditions*; and our
- Equality Information

It should also be read alongside the following academy policies, strategies and documents relating to:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- Academy Development Plans

3. Our vision and aims

Warden Park Academy wants everyone within our academy to feel welcome, valued and included in the academy community. We are committed to providing a fully accessible environment to enable this to happen.

Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves.

We want our students with a disability to access all elements of academy life, including academy clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students with a disability and eliminating discrimination.

We will ensure that through whole academy training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

4. Current good practice

Identification

Warden Park Academy asks for information on any disabilities or health conditions in early communications with parents and carers of new students. We also carefully observe our students' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Warden Park Academy has improved access to the curriculum by making 'reasonable adjustments' for disabled students through the following means:

The 'Passport' System

We have developed our 'passport system' to fully support SEND student's in the mainstream. It is a system that we have adapted specifically to support our more vulnerable students. The 'passport' is a student centred document that supports every student with SEND. The document is a tool that is used to engage the students in real discussion about their SEND and their learning needs and strategies. This offers an opportunity to activate metacognitive discussion and thinking. Students complete this document with their named teacher and parents. The document once agreed is then distributed to every member of teaching staff. Every member of staff has a 'Passport folder' which has to be available to all staff. Senior leadership regularly check to ensure that the passports are informing teachers practice. Every member of staff also has a class passport for each class which gives an overview of student need. The passport is constantly updated and reviewed every six months.

- using digital and multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those students that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of specific barriers to learning;
- aim to organise classrooms so that they promote the participation and independence of all students;
- awareness of sensory impairments and the academy buildings and grounds;
- Modifying learning materials and curriculum content into large font for students with a visual impairment (VI).]
- *Regular Occupational Therapist visits to assess specific individual's needs.*

Physical Environment

Warden Park Academy has already improved the physical environment of the academy to increase access for disabled students by making the following adjustments:

- providing flat or ramped access to as many academy entrances as possible;
- installing a wheelchair accessible lift to the upper floor of Ferguson, where practicable during the design of this block
- dedicating a parking bays outside Reception, Sports halls for students, families and visitors with a disability;
- providing an accessible toilets in Ferguson Building, Medical Room and toilet with shower and changing facilities in PE areas;
- maintaining highlighting tape on all thresholds and steps, and white paint to the edges of pathways for students with a visual impairment;
- ensuring that there is good lighting throughout academy, making use of natural light where possible and reducing glare through the use of roller blinds in classrooms;

- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;

Information

Warden Park Academy already makes written information more accessible to disabled students through:

- modifying written information so that this is available in large print for students/adults with a visual impairment;
- adhering to guidelines from specialists such as WSCC Sensory Support Team regarding the presentation of all written information, paying attention to layout and colour;
- To ensure that Warden Park Academy Policies displayed on our website could be adapted according to need within a reasonable timeframe.
- Using diagrams social stories and picture symbols to explain academy rules for students who benefit from this.

5. Implementation

Our Accessibility Plan is ongoing and shows how access to Warden Park Academy will be improved where reasonable for disabled students (and for staff and visitors to the academy) and anticipates how we will make reasonable adjustments to support them whenever practical and possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help students and other stakeholders with a disability to fully participate in academy life.

In doing this, we have thought about:

- Ensuring that all students are prepared for life post 16;
- Ensuring that all students have access to participate in a range of suitable after academy clubs, leisure and cultural activities /visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum;
- adding specialist facilities to our academy as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Warden Park Accessibility Plan has been based upon information from our Surveyor, specialist contractors and representatives/guidance from West Sussex County Council colleagues, our own site surveys and in liaison with students, parents, staff, and governors of the academy and Trustees of the Sussex Learning Trust. It will inform other academy planning documents.

Warden Park Academy will work in partnership with others in developing and implementing this Accessibility Plan and will adopt good practice for developing an ongoing Strategy for Accessibility within Sussex Learning Trust.

Construction and Environmental works undertaken in the academy to improve access will follow and be guided by the relevant building regulations as advised by appointed consultants and advisers to develop this Strategy for Accessibility.

We will continue to consult with professionals and experts when new situations regarding students with disabilities are experienced.

Warden Park Academy's Accessibility Plan will be implemented by the Buildings and Facilities Manager, SENDCo, Heads of School, and Pastoral staff.

Sufficient resources will be allocated by Warden Park Academy to implement this Accessibility Plan.

6. Special Support Centre and High Needs

Warden Park is a fully inclusive 11-16 secondary academy. To support our students with SEND we have an Additional Needs area and a special support centre. The purpose of the SSC is to provide 18 places for children with additional specific special needs, targeted support so that they can learn skills and build confidence to join in with their peers in the mainstream part of the school. The SSC works within the Additional Support Unit under the direction of the SENDCO. The teachers and teaching assistants work closely with the pastoral teams at Warden Park to support the student's emotional needs. The aim is to provide support so that students can cope within the classroom, to improve their literacy and numeracy levels so that they can attain their maximum potential in the whole school. All students are supported by Teaching Assistants according to need.

The SSC is staffed at all times. It has a suite of small rooms and the benefit of an enclosed, private and safe protected outside space which can be accessed at all times of the day by pupils within the Additional Support Unit. The space is used as an outside classroom and can be used by pupils during lunch and break times. Although it is primarily aimed at catering for the needs of pupils who come to the Additional Support Unit, it can also be used by students whole school as our aim is to be fully inclusive. In this space we have pets, grow produce and have outside seating.

The children who have a place in the SSC have complex needs and we take an individual, flexible approach to every child.

7. Monitoring

The Warden Park Academy Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Local Governing Body (LGB) facilitated by the SEND link governor.

The governing body will monitor Warden Park Academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Warden Park Academy Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Warden Park Academy complaints procedure covers the Accessibility Plan.

8. Review Date

The Warden Park Academy Accessibility Plan covers a three year period 2016-19 but will be reviewed annually and changes made in line with action plans.

WARDEN PARK ACADEMY ACCESSIBILITY PLAN - 2016 to 2019: Improving access to the curriculum

This plan is structured in conjunction with the academy's Capital and Asset Management Plans, the academy Safeguarding File, the Academy Travel Plan, Health & Safety Audits, the Capital Programmes and the Suitability audits and Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as reasonably possible, work has been undertaken on buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?