



ACCESSIBILITY PLAN POLICY

This policy is applicable to all students, staff and parents of The Wellington College Academy Trust.

DOCUMENT CONTROL	
Responsible position:	Approved by:
Premises Manager	Executive Principal
Version number:	Date approved:
3.0	September 2014
Review Period:	Next review date:
3 years	September 2017

RELATED POLICIES AND DOCUMENTS	
Policy Name	Date Issued

REVISION RECORD		
Date	Version	Revision Description
Jan 2006	1.0	Written in line with current legislation
Jun 2013	2.0	Reviewed – details remain accurate
Sept 2014	3.0	Updated for MAT purposes

INTRODUCTION

1. The Wellington College Academy Trust (Trust) is committed to providing a fully accessible environment which values and includes all students, 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.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Board of Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

2. The Trust plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of each academy, adding specialist facilities as necessary. This covers improvements to the physical environment of each academy and physical aids to access education.
 - Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If an academy fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of each academy 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 students in accessing the curriculum.
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
4. We acknowledge that there is a need for on-going awareness raising and training for staff, Directors and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Disability Equality
 - Health & Safety (including off-site safety)
 - Admissions
 - Special Educational Needs
 - School Discipline and Student Behaviour
 - Academy Improvement Plan
 - Academy prospectus and mission statement
 - Safeguarding and Child Protection

6. Annual Accessibility Audits will take place within each Academy under the categories of:
 - Physical Environment
 - Curriculum
 - Delivery of written information
 - All audits will be led by the relevant committee of the Local Governing Body

7. 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 local governors' committees will contain an item on "having regard to matters relating to Access".

8. Each academy's prospectus and website will make reference to their Accessibility Plan.

9. The Trust's complaints procedure covers the Accessibility Plan.

10. Information about our Accessibility Plan will be published in the Board of Directors' Annual Report to Parents (statutory).

11. The Plan will be monitored through the Health & Safety Committee.

12. The Plan will be monitored by Ofsted as part of their inspection cycle.

Improving the Physical Access at(name of Academy)

An Accessibility Audit was carried out by _____ in _____ and a number of recommendations made:

Improving the Curriculum Access at(name of Academy)

An Accessibility Audit was carried out by _____ in _____ and a number of recommendations made:

Improving the Delivery of Written Information at(name of Academy)

An Accessibility Audit was carried out by _____ in _____ and a number of recommendations made:

