



WELLSWAY  
SCHOOL

# Accessibility Plan

For review by: Director of Inclusion

Date of last review: December 2018

Date of next review: December 2020

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## 1. Aims

### **Learning and Progress for all, regardless of need and supporting everyone.**

At Wellsway our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them. All learners are valued and every child matters.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and the local governing body.

The plan will be made available online on the school website, and paper copies are available upon request.

## 2. Legislation and guidance

This plan has been created to meet 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled Student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Links with other policies**

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

- Attendance and punctuality policy
- Admissions policy
- Anti-bullying policy
- B&NES local offer
- Child-protection and safeguarding children policy
- Equality objectives
- Special educational needs and disabilities (SEND) offer
- WMAT inclusion policy

#### 4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students through the delivery of high quality teaching and learning.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>We offer an Alternative Provision block to KS 4 Students (starting with Year 10 in 2018-19) to assist them with accessing the full KS4 Curriculum as well as equipping them with essential life skills as well as literacy and numeracy support.</p>	<p>Schemes of Learning to be regularly reviewed and Curriculum Team Improvement plans to take in to account the needs of learners with additional needs.</p> <p>Schemes of Learning will be suitably differentiated through the use of dyslexia friendly resources, pre and post teaching materials and by taking into account the needs of all students so that they have the literacy and numeracy skills available to access all areas of learning. Individual Learning Plans (ILP) and General Learning Plans (GLP) are shared with all staff so</p>	<p>CCK / SFN / Curriculum Directors</p>	<p>Throughout the academic year 2018-19 with a review during June / July 2019.</p>	<p>There will be evidence of excellent differentiation in all lessons, including high quality resources that all students are able to access.</p> <p>Learners with moderate or specific learning difficulties will have resources tailored to their individual needs.</p> <p>Learning with sensory impairments will have resources tailored to their needs, in consultation with the sensory impairment service.</p>



	<p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>There is a review of Year 9 Options to ensure that all learners get the support and intervention required for them to make at least good progress.</p>	<p>Curriculum Directors and Assistant Team Leaders</p> <p>CCK / DCP / HoH</p>	<p>throughout the academic year.</p> <p>Term 6, Term 1 and then throughout the school year, depending on need and subject requirements.</p>	<p>planning and supporting their child's progress. This is measured through parent voice.</p> <p>All learners are have a curriculum that is designed to ensure that their needs are met and that they are given the opportunities to make progress. The success of this is measured through student voice.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Whilst there is not wheelchair access for the majority of the school site, appropriate adjustments are made in the event of students acquiring short-term physical disabilities.</p> <p>Students with short term physical disabilities are be given extra time to commute across the school site. Where necessary, lessons are re-timetabled to ensure that they take place in</p>		<p>House Team, learning mentors.</p>	<p>When necessary.</p>	<p>A safety plan and risk assessment is carried out to ensure that there is appropriate short term provision in place for students with temporary physical needs.</p>

	<p>more accessible, ground level areas of the school.</p> <p>Where necessary, the Occupational Therapy Team are engaged to advise and support students with physical needs.</p> <p>New and recent buildings have appropriate wheelchair access (such as the sports centre, Quantock building and Claverton building.)</p>				
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Dyslexia friendly resources</li> </ul> <p>Schemes of Learning and resources take into account the</p>		<p>Curriculum Directors, CCK, Premises staff, Teaching Staff, SI Service</p>	<p>Reviewed throughout the school year.</p> <p>SI service visits three times a year.</p> <p>School Self-Evaluation weeks used to review the suitability and</p>	<p>All resources and school signage is accessible to all students. Where this is not the case, appropriate structures are put into lessons (such as the use of keywords) in order to ensure that students are not disadvantaged when accessing learning.</p>

	<p>needs of students with Visual Impairments.</p> <p>We also have visits and advice from the Sensory Impairment Service who contribute to Individual Learning Plans for students with Hearing or Visual Impairments. This is made available to teaching staff who adapt resources accordingly.</p> <p>There is regular communication with staff to ensure that they know which students have SEN/D and that they are able to plan and deliver suitable adjustments as well as differentiate for their needs.</p>			<p>accessibility of resources, including an analysis of the readability of text books.</p>	
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## 5. Monitoring arrangements

This document will be reviewed every **3** years, but may be evaluated and updated more frequently if necessary.

It will be approved by the Local Governing Body and the Principal.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>There is one building with three storeys (Lansdown) and one building with 2 storeys for student access. All other buildings are single storey.</p> <p>The outbuildings do not currently have wheel chair access.</p> <p>The sports hall is a two storey building with a wheelchair lift.</p>	N/A	N/A	N/A
Corridor access	<p>The two main buildings are accessible from the main entrance but the ground floor is over a split level.</p>	N/A	N/A	N/A

	<p>The Primrose huts are only accessible by steps to the front door.</p> <p>Quantock and Claverton both have main entrances with wheel chair access.</p>			
Lifts	There is only one lift in the sports centre	N/A	N/A	N/A
Parking bays	We have one disabled space at the front of the school	N/A	N/A	N/A
Entrances	We have one main entrance on Chandag Road which is close to the car parks and therefore the disabled space.	N/A	N/A	N/A
Ramps	We have ramps to the Quantock, Mendip and Lansdown buildings. There is also a ramp leading down from the Lansdown Building to the Sports Centre.	N/A	N/A	N/A
Toilets	Disabled toilet in Quantock and Claverton. We have an ambient toilet in Lansdown. We also have	N/A	N/A	N/A

	a disabled toilet at the back of Lansdown Hall with a hoist for disabled people.			
Reception area	There is a female toilet on the ground floor of Bathwick but it has a single step entrance.	N/A	N/A	N/A
Internal signage	The school is undergoing re-numbering of rooms.	Signage is to follow	SFN	TBC
Emergency escape routes	In the Mendip building there is a number of emergency escape route to the ground floor and also in the Lansdown Building. The Primrose huts have fire escapes.  The Sports Centre also has a fire escape (a Vac Seat).			