



Accessibility Policy

Date Reviewed: July 2018

Date Ratified by Governors: September 2018

Date due for renewal: July 2021

Vision Statement

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by The Department for Education and Skills (DfES) in July 2002, now known as The Department for Education (DfE).

Definition of Disability

Disability is defined in the Equality Act 2010 as

"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."

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 student's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Key Objective

To reduce and eliminate barriers which restrict students' access to the curriculum and participation in the school community.

Principles

Wyvern Academy seeks to ensure that compliance is consistent with the school's aims, Equal Opportunities Policy, and the Special Education Needs Policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled students in admissions, exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

The school will:-

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

This curriculum endorses the key principles of:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Examinations

- Wyvern Academy will explore and provide suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

Activities

Education & related activities

The school will continue to seek and follow the advice of LEA services, such as Special Education and Disability Needs (SEND) teachers/ advisors, and other appropriate health professionals and consultants.

Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Financial planning and control

The Head teacher and Senior Leadership Team will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

Action Plan

The school has an Accessibility Plan outlining short, medium and long term targets to ensure the aims of the key objectives of the Accessibility Plan is met. The Accessibility Plan is currently under consultation with parents and students.

Linked Policies

The Accessibility Plan will contribute to the review and revision of related school policies:-

- Child Protection and Safeguarding Policy
- School Development Plan
- Special Educational Needs and Disability (SEND) Policy
- Equal Opportunities Policy
- Curriculum Policies

Current Plans

The completion of an LA Accessibility Audit

Plan Availability

The school makes its Accessibility Plan available in the following ways:


- A copy is held in the school office alongside the Health and Safety (H&S) documentation;
- A copy is posted on the school website;
- A copy can be emailed or posted on request.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the Academy will achieve these aims.

 DARLINGTON BOROUGH COUNCIL Accessibility Action Plan 2018 - 2021	
Name and address of school:	Wyvern Academy Eggleston View Darlington Co Durham DL3 9SH
Head Teacher:	Julian Leader
Our Actions As a school our priorities are, as set out according to the requirements of the Equality Act 2010: Increasing Access for disabled pupils to the school curriculum <i>This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.</i>	

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The Head Teacher, Senior Leadership Team and the finance committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

Compliance with the Equality Act

- Compliance with the Equality Act is consistent with Wyvern Academies aims and equality and diversity policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010
- Our school
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- This Accessibility Plan and SEN Information Report will be available on the Wyvern Academy website

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Identification of wheel chair access points	<ul style="list-style-type: none"> • Proposal and costing for 2 lifts with the Trust • Plans for ramps to aid external access and egress 	Head Teacher / SLT	Long Term	July 2019	Key issue for the Academy

Adaptations to aid access to classrooms	<ul style="list-style-type: none"> Moving classrooms to ground floor in anticipation of new intake Reorganisation of classrooms 	Head Teacher / SLT	Long Term	July 2019	
Pathways and parking arrangements are accessible and well signed	Replacement of signage to aid safe access	Business Manager / SENCO	Short Term	Monitor Termly	
Emergency and evacuation plans developed for specific pupils needs	Assessment of pupils needs conducted as part of induction / transition process to ensure reasonable adjustments	Business Manager / SENCO	Long Term – (Prior to Pupil Enrolment)	June 2018	For 2018 / 2019
Accessible toilets planned for Science Department	Review of location plus planning and costing of detailed proposal required	Business Manager / SENCO	Long Term	July 2019	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Pupils fully involved in review of individual plans for curriculum access	A range modified resources specific to individual pupils needs	SENCO / Teachers	Medium Term	Dec 2018	
Staff have high expectations of pupils / students with SEND	<ul style="list-style-type: none"> Staff have mini CPD sessions Weekly SEND Snippets Whole school CPD calendar 	Assistant Head Teaching & Learning / SENCO	Long Term	July 2019	

Attainment gap between pupils with SEND and without diminishes	<ul style="list-style-type: none"> • Period 6 – additional tuition for Y11 students • Assertive mentoring programme • Whole school intervention tracker system implemented 	Assistant Head Curriculum / SENCO	Long Term	July 2019	
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Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Attendance is in line with the national average	<ul style="list-style-type: none"> • Appointed Attendance Champion to working closely with the Educational Welfare Service • Home visits • One to one meetings with attendance champion/pastoral lead and student • Attendance shared weekly with Form Tutors • Incentives and rewards 	Head Teacher / SLT Attendance Champion	Long Term	July 2019	
Successful transition from setting to setting for students with SEND	<ul style="list-style-type: none"> • Individualised, and extended transitions • Regular meetings/reviews with parents/carers • Activities and taster sessions 	SENCO / CEIAG Coordinator / KS3 Transition Lead	Long Term	July 2019	
Accessible signage is visible for Open, EPRA and parent's evenings	Facilities are clearly signposted for all sight visitors	Business Manager / SENCO	Short Term	Monitor Termly	

Access to information advice and guidance – statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN information report online, Accessibility Plan to be online following consultation and review	Review draft plan during school events / meetings. Include findings in final plan	Business Manager / SENCO	Medium Term	Dec 2018	
Range of formats increased to ensure access	Review of Website, Easy Read etc	Assistant Head – Community & Ethos	Medium Term	Dec 2018	
Local offer used to keep up to date with SEN developments	Regular updates through CPD sessions for staff	SENCO / SLT	Medium Term	July 2019	