



## Wayland Junior Academy Watton

### Accessibility Plan (2015- 2017)

#### **Introduction**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

#### **Our academy's accessibility plans are aimed at:**

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of our academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

#### **The definition of disability under the law is a wide one:**

A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as

Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.



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If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school and academy in Norfolk has disabled pupils, staff members and service users.

**Vision and values**

Our academy fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our academy endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

**Wayland Junior Academy Watton's Accessibility Plan 2015- 2017**

**Access to the physical environment**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Comments</b>
The academy is aware of the access needs of disabled children, staff, governors and parents/carers  The school staff/governors are	a) To create access plans for individual disabled children as part of the IEP process. b) Confidential survey of staff and governors to ensure access needs are met	ongoing	Principal/ SENDco  Chair of governors	IEPs in place for disabled pupils and all staff aware of pupils needs.  All staff and governors feel confident their needs are met.	



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<p>aware of access</p>	<p>for meetings c) Find out the access needs of parents/carers through newsletter</p>	<p>July 2016+ ongoing review.</p>	<p>SENDco NES Health and Safety Team</p>	<p>Parents have full access to all school activities</p>	<p>Fire Evac Procedure updated accordingly.</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>a) Put in place Personal Emergency Evacuation Plan for all disabled pupils b) Develop a system to ensure all staff are aware of their responsibilities</p>	<p>ongoing</p>	<p>SENDco NES IT Team</p>	<p>Hardware available to meet the needs of all children</p>	
<p>Ensure accessibility of access to IT equipment</p>	<p>a) Put in alternative equipment to ensure access to all hardware. b) Liaise with NCC on information in regard to the visually impaired pupils</p>	<p>ongoing</p>	<p>SENDco NES Health and Safety Team</p>	<p>All disabled staff, pupils and visitors able to have safe independent egress</p>	
<p>All fire escape routes are suitable for all and are free of obstructions</p>	<p>a) Make sure all areas of school can have wheelchair access b) Make sure that</p>	<p>ongoing</p>	<p>SENDco NES Health and Safety Team</p>	<p>All disabled staff, pupils and visitors able to have safe independent egress</p>	



	<p>exits are clear of obstruction and library has only minimal obstructions to allow free movement of people in wheelchairs.</p>				
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**Access to the curriculum**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Comments</b>
<p>Ensure Classroom support staff have specific training on disability issues</p>	<p>a) Staff audit to identify training needs b) Staff access appropriate CPD</p>		<p>SENDCo</p>	<p>Raised confidence of support staff</p>	
<p>Ensure all staff are aware of disabled childrens' curriculum access</p>	<p>a) Set up a system of individual access plans for disabled children when appropriate b) Information sharing with all agencies involved with the child</p>		<p>SENDCo</p>	<p>All staff aware of individuals needs</p>	
<p>Use IT software to</p>	<p>a) make sure</p>		<p>SENDCo</p>	<p>Wider use of SEN</p>	



support learning	software installed where needed			resources in mainstream classes	
Review curriculum areas to include disability issues Ensure planning takes account of children with disabilities	a) Include specific reference to disability equality in all curriculum reviews b) Establish good planning to include support staff where required		SENDCo	Gradual introduction of disability issues into all curriculum areas	Include specific link to PE and swimming. Participation in trips including residential.
Analysis of standards	Analyse progress of children with disability and SEN		Principal SENDCo	Progress of children with SEN is tracked and reported to staff and governors	

**Access to information**

<b>Targets</b>	<b>Strategies</b>	<b>Timescales</b>	<b>Responsibilities</b>	<b>Success Criteria</b>	<b>Comments</b>
Review information to Parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school. b) Review all letters home to check reading age/Plain		SENDCo and Logistical Support Manager (LLSM) EAL HLTA	All parents getting information in format that they can access e.g. tape, large print, Braille	



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Ensure all staff are aware of guidance on accessible formats	English. c) Produce newsletter in alternative formats e.g. large print/braille				
Children become more aware of their own learning styles and access needs	Distribute guidance on good practice in accessible formats and Editorial guidelines. a) Include access to information in Circle Time. b) Encourage pupils to express their access needs and explore learning styles.		SENDCo Deputy Principal Phase Leaders	Staff start to produce routine information to children in more accessible ways	
		Class teachers		Children able to articulate their access needs and understand their own learning styles.	

~~Richard~~

Richard

28/6/19.

Marye Principal

(Celia)

Review: every 5 years - June 2018/2019  
June 2019