

Accessibility Plan Policy

Witchford Village College



Imagine, Believe, Achieve

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Morris Education Trust

Accessibility Plan Policy



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1. Aims

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

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

We are committed to providing a fully accessible environment, which values and includes all pupils, 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.

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

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

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

Our trust'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.

2. Legislation and guidance

This document meets 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our trusts schools offer a differentiated curriculum for all pupils. WVC have a Cabin for students in Year 7 upwards which supports students with ASD. The SLH supports students from Year 7 upwards.	Short term Objectives: Ensure WVC curriculum provision meets the needs of pupils with a disability in ensuring as full access to activities as possible	Review participation of all vulnerable groups in all college activities e.g. OSHL, trips and visits and look for patterns of over or under representation		January 2020	Review carried out with recommendations for altered practice where applicable
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensure that all staff, through faculty QA systems, are aware of the needs of the pupils in their care	Faculty leads to ensure that staff have access to the SEND profiles and specific techniques or	Lead Practitioners	January 2020	Evidence provided in faculty self evaluation reports/line management discussions/ QA

		and adapt their learning accordingly	signposted in schemes of learning to support pupils with disabilities.			
	<p>Curriculum resources include examples of people with disabilities.</p> <p>All students requiring specific support have detailed profiles that are shared on a secure area with all staff and teachers are required to adapt their teaching to meet the guidelines and recommendations set out in the profiles.</p>	<p>Medium Term:</p> <p>TMET schools can evidence effective use of professional partners in supporting the education of pupils with a disability.</p>	<p>SLT and Lead Practitioners to explore areas of provision that can be improved through professional partners and seek to involve them</p>	SLT	June 2020	Evidence of successful partnerships with outside agencies
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Long Term:</p> <p>TMET trust schools commit to constantly review the suitability of the curriculum for the needs of all students particularly those with disability and ensure that effective careers</p>	<p>SLT to review the quality of the curriculum against its intended design and outcomes.</p> <p>SLT to review, in liaison with the careers coordinator, the careers curriculum and its</p>	SLT SLT	June 2021	Evidence of a detailed careers review NEET statistics and transition into further education, training or employment.

	The curriculum is reviewed to ensure it meets the needs of all pupils.	education and guidance is offered to secure safe and relevant phase transitions. Use of Vocational profiles to support students	meeting of the Gatsby objectives, in providing superb careers guidance to pupils with disabilities			
Improve the delivery of information to pupils with a disability	<p>Our trust schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ▢ Internal signage ▢ Large print resources ▢ Induction loops ▢ Pictorial or symbolic representations 	Continue to ensure that TMET meets the varied needs of our community in terms of delivering key information in a format that is easy to use for the user.	Regularly seek feedback from our community on the information that we share and the manner in which we share it	Trustees and SLT of schools	Yearly	Positive evidence of engagement and meeting the varied needs of our communities

4. Monitoring arrangements

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

5. Links with other policies

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

- Teaching and Learning
- Health and safety policy
- Equality and diversity
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit – Witchford Village College

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Mainly single storey across the site with three storeys in the Maths/Languages			
Corridor access	Corridors are constantly monitored to be free of obstruction	<p>Visual clues for orientation need to be replaced and upgraded</p> <p>Doors to Sports Centre carpark are no longer powered and re difficult to operate by anyone with a disability</p>	<p>SEND /Site team</p> <p>Site Team/MET living</p>	<p>December 2019</p> <p>Dependent on finance</p>
Lifts	One lift located in the science corridor and one in Sports Centre	Lift is clearly labeled, and controls are accessible from sitting and standing positions		

Parking bays	Located on playground, adjacent to main reception and Sports Centre Car park	All parking is suitably surfaced, lit and clearly marked.		
Entrances and Ramps	There are a number of entrances into blocks	Entrances to the College need to be enhanced with visual/audible/tactile information Junctions between flooring needs to be reviewed and flattened to remove tripping hazards Doors in Sports Centre not fitted with easy opening and closing delays	SEND/Jo Gordon Site Team/FD	December 2019 Dependent on Capital Investment
Toilets	Sited in main corridor and sports centre	Upgrade location signage	SEND/Jo Gordon	December 2019
Reception area	Main reception area is to the front of the college with secure entry. Other blocks and buildings have ramp access			

Internal signage	A variety of room signage with clear emergency signage at all key points	All internal signage has been reviewed but needs to be enhanced so that visual/hearing impaired and tactile surfaces indicate routes through the buildings and the locations of toilets and exit points	SEND/Jo Gordon	March 2020
Emergency escape routes	Clearly indicated in classrooms and in corridors in accordance with site evacuation plan	Clearly marked, ramped and kept clear from obstruction	Site team	Ongoing