



Windsor Academy Trust

Clayton Hall Academy

Accessibility Policy (and Plan)	
Responsible Committee:	People and Culture Committee
Date approved by the Board of Directors:	8 December 2022
Implementation date:	December 2022
Next review date:	December 2025

Accessibility Policy (and Plan)

1. Introduction

- 1.1 The Accessibility policy/plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The policy/plan must be reviewed every three years.
- 1.2 WAT aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
- 1.3 **Windsor Academy Trust (WAT) is committed to:-**
 - Providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. Providing learning environments that enable full curriculum access that values and includes all pupils/students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
 - Taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Trust.
 - Ensuring staff are trained in equality and diversity and in promoting greater understanding and awareness of disability issues.
- 1.4 The Accessibility Policy and Plan complements and supports the Trust's and academy's Equality Objectives, published on the WAT and the academy's websites. The Local Advisory Body (LAB) will monitor each academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will ensure compliance with that duty.
- 1.5 This policy has been developed in consultation with our individual academies, staff, Members and Directors.

2. Legislation and guidance

- 2.1 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.
- 2.2 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.

- 2.3 Academies are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil/student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.4 This policy complies with our funding agreement and articles of association.

3. Purpose of the Accessibility Plan

- 3.1 Each academy is required to develop an Accessibility Plan that has been approved by the LAB. The purpose of the Accessibility Plan is to:
- Increase the extent to which disabled pupils/students can participate in the curriculum.
 - Improve the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled pupils/students.
- 3.2 The Accessibility Plan will be used to inform other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 3.3 WAT requires each of its academies to produce an Accessibility Plan, containing relevant and timely actions to:
- Increase access to the curriculum for pupils/students with a disability, expanding the **curriculum** as necessary to ensure that pupils/students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school's visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils/students in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve and maintain accessibility to physical and software aids to support the use of digital technology and 1:1 devices. This covers equipment to support students and staff to have the ability to make full use of the digital technology in use. This includes access to Display Screen Equipment (DSE) assessments and understanding the needs of students, on an individual case by case basis.
 - Improve the accessibility of **written information** to students, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Links with other policies

4.1 This Accessibility Policy and Plan is linked to the following policies and documents:

- Health and Safety Policy
- Emergency and Business Continuity Policy
- Equality objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils/Students with Medical Conditions Policy

5. Monitoring arrangements

5.1 This policy document and plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The academy's Accessibility Plan will be approved and monitored by the Local Advisory Body (LAB).

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils/students with a disability	<p>Our academy provides a specialised curriculum designed to meet the diverse needs of every pupil/student. We employ resources customised to cater to the requirements of pupils/students who may need additional support in accessing the curriculum.</p>	Medium	Review cycle to be implemented.	CDU/ SENDCo	July 23	Reviews completed and QA procedures show evidence of resources being used effectively
	<p>Our curriculum materials incorporate examples featuring individuals with disabilities, fostering inclusivity and awareness.</p>	Short	All departments to audit image use including the development of inclusive and accessible materials	CDU/ SENDCo	July 24	Heads of Department and Faculty heads aware and evidence provided this is being implemented via QA
	<p>Progress in the curriculum is monitored for all pupils/students, including those with disabilities, ensuring comprehensive tracking of their academic development.</p>	Short	Data assessed at data drops and additional intervention points added.	CDU/ SENDCo	July 24	Data analysis report done for SEND students completed at each data entry point

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none">- Ramps- lifts- Corridor width- Disabled parking bays- VI visibility markers- Disabled toilets	Long	Develop QA procedures to identify accessibility needs and barriers. Facilities to be better equipped and prepared area specially for student with Hearing impairment	CDU/ SENDCo		Site walks and environmental QA's completed demonstrating appropriate provision for accessibility where required
Improve the delivery of information to pupils with a disability	<p>Our academy employs various communication methods to make information accessible to everyone, including students, parents, carers, and visitors, provided sufficient timeframes are allowed.</p> <p>This includes:</p> <ul style="list-style-type: none">- Internal signage- Large print resources- Use of immersive Microsoft tools to enable access to the curriculum.	Short	iPad training for all staff and students- how to use immersive tools effectively	CDU/ SENDCo		All staff given iPad and immersive tool training to assist accessibility for all