



Royal Wootton Bassett Academy Trust Accessibility Statement & Plan

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RWBAT Responsibility: MAT LT

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Links with other policies:

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Relevant Training:

- Educare Equality & Diversity Training

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. Each school within the Trust will complete an audit (appendix 1) which will model the individual accessibility plan for each school.

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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

Royal Wootton Bassett Academy Trust aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The qualities and values of Compassion, Respect and Ambition are those which are essential in RWBAT and we are dedicated to ensuring every pupil achieves above and beyond their potential with secure and enduring relationships with and within each Academy in the Trust.

- *We offer Compassion – to understand and recognise the needs of the many members and stakeholders of each Academy whose lives will be enhanced and enlightened through their experiences in and out of the classroom.*

Leaders will demonstrate compassion when creating their accessibility plan.

- *We seek and offer Respect for the traditions, knowledge and experiences gained over many years in our Academies through developing and supporting both staff as they progress their careers in school and pupils on leaving school.*

Leaders will show respect when adopting and creating their individual school's accessibility plans.

- *We seek and hold Ambition for our RWBAT community for the future, its economic development, its safety, its ability to thrive, to be a great place to learn and to work and to have a vibrant educational community with amenities for all age groups.*

Leaders will hold high standards for all and support each child to achieve their full potential, the accessibility plan will set out priorities and aims for them to achieve.

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

RWBAT is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Training is provided to all Trustees, Governors and Staff via Educare online.

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.

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.

This policy complies with our funding agreement and articles of association.

Definition of disability

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.

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

Pupils with disabilities have special educational needs; however, not all pupils with SEN meet the definition for disability. The plan needs to cover all of these pupils.

Trust statement

The Directors and Governors of RWBAT recognise the need to make all reasonable provisions for the admission and education of disabled pupils. Where possible the trust expects Principals and their senior leader team, to ensure that:

- Leaders continually review the curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled pupils around the academy.
- Leaders review the admissions policy so that reasonable adjustments may be made for disabled pupils seeking admission to the academy.
Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled pupils.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled pupils are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove barriers to learning.

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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Our school offers a broad and balanced curriculum for all students. Within lessons, teachers differentiate within lessons to ensure that all students can access the curriculum.</p> <p>One page profiles ensure that all staff know how to support students with any additional need. Meetings are held regularly to review these and put in any additional support needed.</p> <p>Targets are set for students using a</p>	<p>Closer work between the SEND team and the heads of department to develop quality first teaching of all of our students with additional needs.</p> <p>Closer work between the SEND team and the pastoral team to ensure that need is identified early and appropriately supported.</p>	SENCO	Ongoing	<p>All students will have access to a broad curriculum.</p> <p>All students will be able to achieve.</p> <p>Students will be appropriately supported and challenged to achieve their best.</p>

		<p>variety of sources of information. In addition to academic minimums there are personal targets around engagement with school, lessons, enrichment and peers.</p> <p>Assembly rotation that builds in equality and diversity.</p> <p>Values curriculum with guest speakers.</p>				
<p>Improve and maintain access to the physical environment ensuring access is independently accessible for every individual</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Lifts in 3 teaching blocks • Corridor width to accommodate wheelchairs • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Continuously check site to ensure suitable accessibility for all</p> <p>Short term: constant check of site</p> <p>Medium term: raise areas of concern and arrange for necessary work to be carried out</p>	<p>Upkeep of school site to maintain good accessibility for every individual</p>	<p>Premises/Resource Manager</p>	<p>Site walk every term to establish areas which need addressing and arrange for work to be carried out</p>	<p>Ensuring school site meets accessibility compliance in line with H&S requirements</p>

		Long term: any change of use to buildings to consider accessibility				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods when required to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Communication is written or verbal. Students with visual impairments are supported.</p>	<p>Assess and audit whether additional methods of communication are needed.</p>	SENCO	July 2022	

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 in school buildings, 3 in Boarding House	Check access to each floor is clear of obstructions on a daily basis	Premises/Boarding staff	Daily
Corridor access	Wide for easy accessibility for wheelchair use	Check doors open freely and there are no trip hazards	Premises	Weekly
Lifts	1 in each building	Maintenance of lifts	Aspire	Every 3 months
Parking bays	Clearly marked around the site	Arrange to be re white-lined when necessary	Premises	Yearly
Entrances	Wide – wheelchair accessible	Check doors open freely and there are no trip hazards	Premises	Weekly
Toilets	Disabled toilets in all blocks	Check assistance pull cord is working in toilets. Toilets are cleaned on a daily basis	Premises	Daily
Reception area	Wide door – wheelchair accessible	Maintenance of tall glass door from Reception into Atrium. Door controlled by Receptionists	Receptionist	Daily
Internal signage	On all floors	Signage to be clearly displayed on all floors and updated when necessary	Resource Manager	Yearly
Emergency escape routes	Clearly marked	Check every escape route is clear of obstructions on a daily basis	Premises	Daily

