



Windsor Academy Trust

Accessibility Policy	
Responsible Committee:	Windsor Academy Trust, Board of Directors
Date revised by Board of Directors:	February 2016
Next review date:	February 2019
 The Kingswinford School Accessibility Plan	
Responsible Committee:	The Kingswinford School Local Advisory Board
Policy Co-coordinating Officer:	Special Educational Needs Coordinator
Date revised by The Kingswinford School Local Advisory Board:	June 2017
Signed:	
Next review date:	May 2018

Accessibility Policy

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Policy is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The policy must be reviewed every three years. Windsor Academy Trust is committed to providing inspirational and exciting learning environments where all children and young people can develop an enthusiasm for life-long learning. 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.

Windsor Academy Trust has developed this policy in consultation with our individual academies, students, parents, staff, governors and Directors. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school 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.

The Accessibility Policy is structured to complement and support the Trust’s Equality Objectives, and will similarly be published on the Trust website and those for our individual academies. Windsor Academy Trust will monitor each academy’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Windsor Academy Trust is committed to providing learning environments that enable full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to 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 school. Windsor Academy Trust requires each of its Academies to produce an Accessibility Plan, linked to this policy, which contains relevant and timely actions to:

- Increase access to the curriculum for students with a disability, expanding the **curriculum** as necessary to ensure that 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 schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these 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 the delivery of **written information** to students, staff, parents 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.

Policy Co-coordinating officer: Deputy Headteacher Curriculum and Estates Manager

Date of last review: February 2016

The Kingswinford School

Accessibility Plan

The Kingswinford School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Aims and Objectives

Our Aims are to:

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

Our objectives are detailed in the Action Plan below.

Access to the Curriculum

All learners are of equal value and have an equivalent right of entitlement to an appropriate and worthwhile curriculum. Inclusion for all is paramount in the design of the curriculum at The Kingswinford School. Provision is therefore made through physical aids, where appropriate, to ensure that all students, including those with a disability can access all facets of the curriculum.

All students, whether able-bodied or with a disability, have equal access to after-school clubs, school visits and trips and other extra-curricular activities.

Our curriculum has been designed to celebrate inclusion at all times and we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

Physical Environment

The school has a mixture of building types and ages varying from the original 1939 building to the latest development, the School Refectory which opened in 2017. The school takes reasonable measures to ensure access but financial, practical and design constraints apply. Physical aids include low threshold external doors, external ramps, handrails and appropriate adapted toilet and washing facilities. We can also provide temporary ramps for key areas within the school should these be required.

There are no lifts on site which restricts access to certain areas, however, it is possible to access the majority of other areas of the site. The Academy is proactive in ensuring that timetabling is adjusted for any student with physical difficulties and equal access is provided to the teaching facilities through alternative rooming with the same equipment. Reasonable adjustments will be made to allow access.

The school will take into account 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 and colour schemes and more accessible facilities and fittings. For example, the installation of the new Humanities Block and School Refectory are easily accessible to disabled Staff, Students and Visitors.

Written Information

The Kingswinford School will aim to provide written information to students, staff, parents and visitors with disabilities in a suitable format. For example, hand-outs, timetables, textbooks and information about the school and school events can be enlarged or printed onto coloured paper upon request. The school will aim to make reasonable adjustments to the information in a preferred format within a reasonable timeframe.

Policy Co-coordinating officer: Special Educational Needs Coordinator

Date of last review: February 2016