



**ACCESSIBILITY PLAN
2016-2019**

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1. **INTRODUCTION**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 academies and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation an academy/setting must not discriminate against a student because of something that is a consequence of their disability.

It is unlawful for an academy/setting to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but an academy/setting could justify indirect discrimination against a disabled student, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. **DEFINITION OF DISABILITY**

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);

- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' (included in the disability definition) such as:

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled student does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the academy/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. **AIMS OF THE ACCESSIBILITY PLAN**

The planning duties on West Lakes Academy is the same as the duties in the previous DDA. The academy is required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students. The LA is required to have an Access Strategy.

In West Lakes Academy, we have a commitment to equal opportunities for all members of the academy/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider academy/setting curriculum;
- improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

Furthermore, under our equality duties, we intend to improve the physical environment of the academy/setting to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the academy's aims and Single Equality Scheme, and the operation of the academy's SEND policy.

The Action Plan for physical accessibility relates in part, to the Health and Safety Management Plan of the academy, which is undertaken annually by the Business and Facilities Managers. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

West Lakes Academy strives to ensure that the culture and ethos of the academy is such that, whatever the abilities and needs of members of the academy community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students, and prospective students, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

6. CONTEXTUAL INFORMATION

West Lakes Academy is a mixed comprehensive sponsored 11-18 secondary academy. We have a large geographical catchment area encompassing towns, villages and rural areas in West Cumbria.

Currently there are 1150 students at the academy; our published admission number is 180 per year group, though we are oversubscribed and have a number of year groups with significantly higher numbers of students:

- 48.9% are boys and 51.1% are girls
- The vast majority of our students are White British.

WLA Ethnicity data	No	%
Any other Asian background	2	0.2%
Any other ethnic group	1	0.1%
Any other mixed background	6	0.5%
Any other White background	5	0.4%
Black - African	1	0.1%
Chinese	2	0.2%
Indian	1	0.1%
Information Not Yet Obtained	4	0.3%
Refused	1	0.1%
White - British	1135	97.3%
White - Irish	2	0.2%
White and Asian	4	0.3%
White and Black African	1	0.1%
White and Black Caribbean	1	0.1%

- We have 121 students eligible for free academy meals, 222 students receive Student Premium funding, one service child and no students receive Adopted from Care funding.
- We have nine EAL students.
- We have 112 students (9.6% of students) identified as SEN, of which 10 children have a statement and 18 have an Educational Health Care Plan and 84 students receive academy support.
- The academy has good stability.

Approximately 99% of our students enter the academy from primary schools within our catchment area. We have strong working relationships with feeder primary schools and work hard to ensure as smooth a transition as possible from primary academy to our secondary academy. In addition to visits from primary academy children to the academy for a variety of academic and sporting activities we have a taster day for all incoming students each July and have run a successful summer academy for several years which on average over 70 students attend, including those who may struggle more with the transition.

This allows students to settle into the academy environment and allowed the staff to get to know the students and to make initial assessments of the students and form relationships prior to the start of the new academy year.

The catchment area varies from relatively prosperous commuter areas for professional families, small towns and rural villages to scattered areas of significant deprivation. Admissions to the academy are administered by the Local Authority.

When we are made aware of students who are joining the academy with disabilities, we make arrangements to meet both the student and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the academy building are made in readiness for the student starting academy. The academy has fully disabled access throughout the building. We have a lift to access the upper floors of the academy. All steps have handrails situated next to each set of stairs. We have at least one disabled toilet in each of the toilet facilities. We have a passenger lift which allows access to upper floors of the academy.

7. DEVELOPMENT

7.1 The Purpose and Direction of the Academy's Plan: Vision and Values

West Lakes Academy:

- has high ambitions for its disabled students and expects them to participate and achieve in every aspect of academy life;
- is committed to identifying and then removing barriers to disabled students in all aspects of academy life;
- values the individual and the contribution they make to all aspects of academy life;
- will strive to ensure that its disabled students have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the academy;
- is committed to embracing equal opportunities for all members of the academy community.

7.2 Information from Student Data and Academy Audit

West Lakes Academy is a mixed comprehensive sponsored academy of 1,150 students of which the vast majority (approximately 97%) are white-British.

The majority of staff have received equalities training through an on-line learning module. New staff are required to complete this training within 3 months of starting.

We support students to fully participate both in the main curriculum and in extra-curricular activities for example students take part in PE, they participate in the student council and prefect roles, they are ambassadors for the academy and they go on academy visits.

All students can access the curriculum. The academy is in a new fully disability compliant building which opened in 2012. There is lift access to all upper floors. There are plans which can be implemented in the event of a lift malfunction. Emergency evacuation chairs are sited strategically across the academy in the event of an emergency.

Access arrangements are provided for disabled students including Personal Emergency Evacuation Plans.

The outcomes for disabled students are in line with the national average.

The school/setting has identified that we have, as at the start of the academic year 2016/2017 no. of students regarded as disabled under the terms of the DDA. These can be grouped as:

- hearing impaired **4** students
- physical mobility problems (non-wheelchair users) **15** students
- visual impairment **2 students**
- Asperger's Syndrome **7** students
- ADHD **3 students**
- Autistic **21 students**
- epileptic **2** students
- Specific Learning Difficulties **14** students

Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community. **10** students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the feeder schools so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their academy career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous Accessibility Audits to assist us to develop an action plan to reduce obstacles for the academy/setting community.
- Undertake an Accessibility Audit during 2016-17.

7.3 Views of those Consulted during the development of the Plan

The plan is informed by:

- The views and aspirations of disabled students themselves;
- The views and aspirations of the families of disabled students;
- The priorities of the local authority;
- The views of different groups have influenced the plan.

West Lakes Academy will:

- ensure the development of the plan involves coordination with the Local Authority and ensure that West Lakes Academy provides the best choices for students wanting to enrol here;
- consult the SEND governor;
- consult staff including specifically SENCo, heads of year/department, Premises, Health & Safety Committee;
- set up student forums to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled students can participate in the academy/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA **Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.**

The academy/setting plans 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. This covers teaching and learning and the wider

curriculum of the academy/setting such as participation in after-academy clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum. The academy/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

A detailed action plan has been developed and included as Appendix A

The plan includes:

- arrangements to improve access to the curriculum through implementing appropriate staff training and development.
- details of which post holders or groups are part of the planning process and who and how this part of the plan will be monitored and evaluated by teachers, academy managers and governors.
- a range of elements ensuring that teaching and learning is accessible through academy and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training

West Lakes Academy will improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that the academy is planning and preparing to respond to the particular needs of individual students.

Governors will identify action in the academy access plan to enhance teaching and learning opportunities for all those in the academy community with disabilities. These may include:

- consideration of whole-academy/setting ways of increasing participation in activities such as after-academy clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of academy success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the academy response to students through the application of the SEND Code of Practice has improved student attainment and how effective communication regarding specific student needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted;

- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying student peer support mechanisms and the ways that the academy/setting has ensured students have a voice in decisions that affect them;
- taking action to ensure that disabled members of the academy/setting community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- enhancing the positive culture and ethos of the academy by undertaking quality marks or other additional intervention to improve the academy's ability to include those with disabilities.

8.2 Improving the physical environment of the academy/setting to increase the extent to which disabled students can take advantage of education and associated services:

- investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

West Lakes Academy will take account of 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. This is required regardless of whether the academy has students or visitors with disabilities and is preparation for a situation if and when they do.

The academy is based in a new building completed in 2012 and is fully disability access compliant. Including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture including specialist desks and chairs. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting and blinds. There are three stories to the academy; the largest area is on the ground floor which has flat access or ramps (in a small number of locations in particular at external access points. Upper floors are accessed through the lift.

An accessibility audit is undertaken annually by the Business Manager and Assistant Principal, SEND.

This is reported to the Governors Premises, Health & Safety Committee together with any recommended improvements.

In the event of a fire alarm there are detailed arrangements and procedures for disabled students and their support staff including designated refuge points, with call button and intercom access and evacuation chairs if required. Staff are trained in the use of the evacuation chairs.

The Governing body will consider and record assessment upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the academy/setting building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of acoustic panels.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works and details on academy's funds delegation to support specific targets.

8.3 Improving the delivery to disabled students of information that is provided in writing for students who are disabled

West Lakes Academy will strive to:

- produce all academy literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The academy plans to improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame. The academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Action Plan is prepared and maintained by the Assistant Principal SEND and the Business Manager. The plan is reported to the Governors Premises, Health & Safety Committee.

The plan includes:

- making information normally provided by the academy/setting in writing to its students – such as handouts, timetables, textbooks, information about academy events – available to disabled students.
- Informing readers that academy published material is available in a selection of formats.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at academy meetings etc.
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students who have difficulties in accessing information.

8.4 Financial Planning and Control

The Principal, with the ALG, together with the Governors Finance and General Purposes Committee, will review the financial implications of the Academy Accessibility Plan as part of the normal budget review process. The objective is that over time Academy Accessibility Plan actions will be integrated into the Academy Development Plan.

West Lakes Academy will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

West Lakes Academy's Leadership Group led by Assistant Principal SEND will undertake a disability audit using a cross section of staff, students and parents.

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

West Lakes Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual academy development plan on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of academy/setting buildings;
- questionnaires, responses from stakeholders e.g. parents, students and staff, indicate increased confidence in the academy's/setting's ability to promote access to educational opportunities for students with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for students with additional needs;
- recorded evidence that increased numbers of students with disabilities are actively participating in all areas of the academy;
- recorded evidence that fewer students are being excluded from academy opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for students with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 Accessing the Academy's Plan

The academy accessibility plan is published on the academy website and printed copies are available from the academy. To support students and parents with visual impairments the document will be made available in large font.

This will be promoted at parent forums, on parents' evenings and on transition evenings.

West Lakes Academy will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of students/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools and academies including special schools;
- seeking support/advice from outside the academy, from services, other agencies and organisations;
- ensuring that the academy is aware of all support services that provide advice to academies and staff.

10. **RELATED POLICIES**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and Procedures
- Special Educational Needs and Disabilities
- Educational Visits
- Whole Academy Behaviour
- Academy Development Plan
- Facilities Management Plan
- Complaints Procedures

WEST LAKES ACADEMY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- SEND Governor
- Staff (teaching and support)/SENCo/heads of year
- Parents and carers
- Students/Academy council

The plan was approved on: 17th October 2016

Date of Accessibility Plan: 17th October 2016

Date for next Review: September 2019

Senior Member of staff responsible for the Plan: Melissa Relph Assistant Principal SEND

Governors and Committees responsible:

Chair of Governors, with the Vice Chair of Governors, the Academy Leadership Group and the Chairs of:

- Premises, Health & Safety Committee
- Performance & Quality Committee
- Finance and General Purposes Committee

WEST LAKES ACADEMY ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE CURRICULUM ACCESS AT WEST LAKES ACADEMY

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	January 2017 SENCo	Hearing impaired child is successfully included in all aspects of academy life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies. Sessions with Caroline Pollard – drop in sessions after academy day.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing throughout 2016-2017 SENCo	Children with ASD are successfully included in all aspects of academy life.
All out-of-academy and extra-curricular activities are planned to ensure the participation of the whole range of students.	Review all out-of-academy and extra-curricular provision to ensure compliance with legislation.	All out-of-academy and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	September 2016-2017 Assistant Principal – SEND EVC coordinator	Increase in access to all academy activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	December 2016 Assistant Principal – SEND	Increase in access to the Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of academy.	Whole academy community aware of issues relating to Access	All staff within three months of starting. Assistant Principal – SEND	Society will benefit by a more inclusive academy and social environment

APPENDIX A

Review TA deployment	Assign key workers to students Nurture groups during 1-1 time and at lunchtime TAs to take part in PE.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually Assistant Principal – SEND SENCo	Children who need individual adult support to participate in some activities have access to this support.
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WEST LAKES ACADEMY ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE PHYSICAL ACCESS AT WEST LAKES ACADEMY

An Asset Management Plan/Access Audit was carried out by Melissa Relph and Stephen Lester in October and a number of recommendations made:

Item	Activity	Timescale	Cost £	Responsibility
Disabled parking bay(s) and signs	Six designated bays are installed. These were two free. There is adequate provision. Monitor use throughout the year and assess whether additional bays are required.	2016-17		Business Manager
Dropped kerbs either side of main vehicle entrance.	Dropped kerbs are in place at all pedestrian walkways. Monitor and implement dropped kerbs if any changes to pedestrian walkways are made.	2016-17		Business Manager
Student access to practical science.	<ul style="list-style-type: none"> • Rise and fall lab desk available for wheelchair access • Consider lower level unit containing sink, gas tap and electrical sockets to support access to students in wheelchairs 	November 2016		Assistant Principal SEND & Business Manager
Access to Reception	<ul style="list-style-type: none"> • Full disabled access via motion sensor doors allows full access for disabled or wheelchair users. • Lowered section on the desking permits visual interaction between receptionist and wheelchair users. • Monitor via Receptionists of any access issues • Feedback from Parents forums about any access issues or improvements 	November 2016		Assistant Principal SEND
Accessible toilet	Monitor via student council and parents forums whether there are adequate numbers and in the required locations.	November 2016		Assistant Principal SEND
Lift issues: Exam access arrangements in the event of a lift malfunction	Develop contingency plans for disabled students taking exams to ground floor IT facilities.	December 2016		Assistant Principal SEND

<p>Fire and emergency evacuation procedures to be in place for those with additional needs.</p>	<ul style="list-style-type: none"> • Regular training for staff in the use of evac chairs. • Need to regularly review the escape strategy, management controls and staff training needed as appropriate. • PEEPs to be developed for all students with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. • General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. • Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	<p>Ongoing from October 2016</p>		<p>Assistant Principal SEND & Business Manager</p>
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WEST LAKES ACADEMY ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT WEST LAKES ACADEMY

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The academy will make itself aware of the services available through the LA for converting written information into alternative formats.	The academy will be able to provide written information in different formats when required for individual purposes.	Ongoing Assistant Principal SEND & Business Manager	Delivery of information to disabled students improved.
Make available academy brochures, academy newsletters and other information for parents in alternative formats.	Review all current academy publications and promote the availability in different formats for those that require it.	All academy information available for all.	Ongoing PR Officer Assistant Principal SEND	Delivery of academy information to parents and the local community improved.
Gather parents/carers feedback as to the quality of communication to seek their opinions as to how to improve.	Parents' forum feedback regarding quality of communication.	Academy is more aware of the opinions of parents and acts on this.	December 2016	Parental opinion is gathered and action taken appropriately.
Review documentation with a view of ensuring accessibility for students with visual impairment.	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All academy information available for all.	Autumn 2016 Assistant Principal SEND	Delivery of academy information to students & parents with visual difficulties improved.
Review electronic methods of reporting to parents.	Electronic reporting methods are explored.	The academy has explored electronic reporting methods and is knowledgeable about best practice.	July 2017 Assistant Principal SEND	The academy evaluates electronic reporting to parents.