



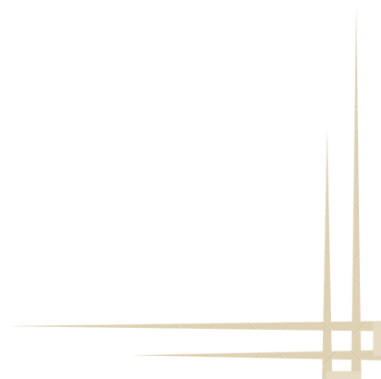
Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL

ACCESSIBILITY PLAN

Date reviewed: September 2024

Date of next review: September 2025



SCOPE OF THE POLICY

This policy applies to all schools in WMAT.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Trust has key duties towards disabled pupils, under Part 4 of the DDA. These duties have been replicated in the Equality Act 2010. This accessibility plan aims to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils.

Included in this document is an Action Plan showing how the school will address the priorities identified. We value and promote diversity because every child matters. We are an inclusive school and actively seek to overcome the barriers to access and participation experienced by particular groups of pupils.

Our aims in relation to disabled pupils are that:

- all our disabled pupils are able to participate fully in the life of our school, accessing the curriculum and school activities alongside their non-disabled peers;
- our students access all the facilities available although we are housed in an old building at different heights;
- our school environment is accessible and welcoming to pupils with disabilities;
- we are able to provide information in any format needed by an individual when applicable;
- staff have high expectations for our disabled pupils; our staff feel skilled to meet the needs of our disabled pupils;
- our disabled pupils reach their potential, in academic and extra-curricular activities;
- our disabled pupils feel fully part of the school community. Information from pupil data and school audit.

We have identified all pupils with special educational needs. In addition, pupils with long-term medical conditions are regarded as being disabled.

We analyse performance data for all of our pupils with a disability. This helps us to both understand their opportunities and achievements and also to identify any barriers they may face that we try and overcome.

Our main priorities

Further increase the extent to which disabled pupils can participate in the school curriculum.

- Disabled pupils are able to access the curriculum via specialist support and by differentiation in the classroom. We aim to increase staff expertise in meeting the needs of pupils with visual impairment.
- At WHTC and NBS the physical environment has been altered in 3 places (with ramps in the dining hall and along the main corridor) to make it accessible. The main accessibility issues are to do with the old building and access to the second floor(s). This is not easy as there are a series of steps to reach the second floor which is on different levels. We will continue to improve the physical environment to meet the needs of pupils with physical and visual impairment.
- Information such as the website information is available in larger fonts for students with visual impairment. In lessons, information is modified to help students to access the information. We do our best to meet any preferences expressed by the students or the parent.
- We are increasing the expertise of staff in using ICT to help pupils access the curriculum.
- ELPS has been built to ensure that we can meet the needs of pupils with disabilities. We will continue to improve the physical environment of WHTC and NBS (secondary schools) to increase the extent to which disabled pupils can take advantage of education and associated services.
- We will continue to provide support in exams, e.g. enlarged papers, extra time, etc.

Overall responsibility for the Plan will rest with the BoT. The SENCO is responsible for ensuring that information on our disabled pupils is disseminated to staff. Teachers are responsible for using the assessment information they receive to inform their teaching.

Publication: The accessibility plan is published on the school's website. If anyone wants a paper copy they may obtain one by asking the school's office. Requests may also be made for alternative formats.

The Accessibility Plan and the Disability Equality Scheme are reviewed annually.

Definition of Disability

We adopt the Disability Discrimination Act's definition of disability: *'A physical or mental impairment that has a substantial, long-term adverse effect on day-to-day activities.'*

The definition of disability in the DDA is broad. Physical impairment includes sensory impairment. Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness. 'Substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. Impairment does not of itself mean that a person is disabled – it is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Impairment affects normal day-to-day activity if it affects one or more of the following:

- 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 or physical danger

Conditions which might constitute a disability include diabetes, asthma, epilepsy, chronic fatigue syndrome, a medically diagnosed mental health condition. Hidden impairments include dyslexia, autism, speech and language impairments and ADHD. Severe disfigurements are covered by the DDA and there is no need to prove an effect on the ability to carry out normal day-to-day activities. People with cancer, multiple sclerosis and HIV are covered by the DDA as soon as they have the condition and before there is necessarily any effect on their ability to carry out normal day-to-day activities.

People with an impairment or condition are covered by the DDA regardless of whether it has been officially diagnosed. The effect of impairment has to be considered as it would be without any medication or other treatment. The exception to this is the use of spectacles.

We recognise that disability is a sensitive issue with confidentiality implications. Others who are covered by the DDA might not consider themselves disabled. We will count as disabled any person for whom it is necessary to make reasonable adjustments to ensure they receive equality of opportunity.

ACTION PLAN 2024 – 2025:

REQUIREMENT 1: The responsible body of a school in England and Wales must prepare:

- (a) An accessibility plan;
- (b) Further such plans at such times as may be prescribed.

RESPONSE 1: This is the accessibility plan.

REQUIREMENT 2: An accessibility plan is a plan for, over a prescribed period:

- (a) Ensuring all pupils can participate fully in the school's curriculum;
- (b) Improving the physical environment of the school for the purpose of increasing the access to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

RESPONSE 2:

- (a) Disabled pupils access the curriculum via specialist support and by differentiation in the classroom. We have invested heavily in this.
- (b) The physical environment has been altered in 3 places (with ramps in the dining hall and along the main corridor) to make it accessible. The main accessibility issues are to do with the old building and access to the second floor(s). This is not easy, as there are a series of steps to reach the second floor which is on different sub levels. We provide individual support to pupils to enable them access to the school(s). We have invested in the premises to make the building accessible.
- (c) We will be investing in refurbishment to the top floors in the front of the school building (including changing the stairwells to increase accessibility) over the next 2-3 years.
- (d) Information, such as the website, is available in larger fonts for students with visual impairment. In lessons, information is modified to help students to enable access. We will do our best to meet any preferences expressed by the students or the parents.
- (e) All new builds/add on are accessible.
- (f) Support in exams, e.g., enlarged papers, extra time, etc. continues to be of a high quality.

REQUIREMENT 3: The delivery of the above must be:

- (a) Within a reasonable time.
- (b) In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

REQUIREMENT 4: An accessibility plan must be in writing.

RESPONSE 4: See written plan above.

REQUIREMENT 5: The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

RESPONSE 5: Reviewed annually by Trustees.

REQUIREMENT 6: The responsible body must implement its accessibility plan.

RESPONSE 6: Implementation monitored by Trustees annually.