

Title	Accessibility Plan
Year	2021/2022
Policy Reference	Browne Jacobson LLP
Staff Link	SENDCo
Governor Link	SEND Governor
Date approved by Full Governing Body	30 th June 2021
Adopted	30 th June 2021
Review Date	June 2024

1 Policy Statement

- 1.1 The Equality Act 2010 requires Northampton Free School Trust to publish an Accessibility Plan in respect of each of its academies. The plan must cover the Trust's actions to improve accessibility in 3 key areas:
- Increasing access and participation in the curriculum for disabled learners;
 - improvements to the physical environment to increase access to education and associated services at Wootton Park School for disabled learners; and
 - improvements in the provision of information for disabled learners where it is provided in writing for those who are non-disabled.
- 1.2 The Principal is responsible for implementing the Accessibility Plan, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Principal may delegate day-to-day responsibility to a member of the SLT.
- 1.3 This Plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.
- 1.4 Wootton Park School recognises that learners may have a range of different needs and this Plan should be read in conjunction with the School's Special Educational Needs and Disabilities Policy, the SEND Information Report and the EAL Policy.

2 What are the principles behind this policy?

- 2.1 Wootton Park School is committed to:
- developing access to the school, curriculum and enrichment opportunities for all learners
 - reflecting the views, wishes and aspirations of parents and learners and promoting a culture of high expectations and aspirations for all
 - reflecting an understanding of other legislation that provides protection to learners, such as that on race, human rights and health and safety
 - following the principles of the Equality Act 2010 and the SEND Code of Practice 2015 to implement all reasonable adjustments to enable learners with disabilities to access the same learning and enrichment opportunities as those who are non-disabled
 - supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
 - using information from audit and other data collection approaches validated by research
 - embedding accessibility within the school improvement process
 - making explicit links with the work of other agencies and seeking advice from specialists as appropriate to meet learner needs
 - developing a clear evaluation strategy to monitor progress.

3 Accessibility Plans

The strategic Accessibility Plan for Wootton Park School is set out in Annex A. The School is required to submit its Accessibility Plan for Trust approval on a 3 yearly basis. This will be published on the School's website.

ANNEX A - Accessibility Plan

Reviewed by: SENDCo & FGB , June 2021

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
Increasing the extent to which disabled learners can participate in the school curriculum	To explore and implement the use of a range of technology to support the needs of learners with disabilities	<p>Purchase additional scanning pens for use by learners in all year groups with specific reading difficulties</p> <p>Arrange weekly intervention to train learners in using scanning pens effectively</p> <p>Ensure staff are aware of which learners have access to scanning pens and encourage use in lessons</p> <p>ICT room to include availability of specialist equipment, such as anti-glare screen overlays and mouse magnifiers, for learners to use as required</p> <p>Learners and staff to receive training on how to manipulate ICT to meet individual needs</p> <p>External specialists to provide guidance on appropriate resources and strategies for delivering an inclusive PE curriculum – bi-annual visits to review progress</p> <p>Resources such as writing ramps, ICT and specialist stationery to be available for learner use as required</p> <p>Staff training in disability awareness to reflect the diverse needs of learners within the school and anticipatory duties</p>	<p>Learners able to read curriculum materials independently</p> <p>Learners improve confidence in their abilities</p> <p>Learners able to confidently use scanning pens in assessments and exams</p> <p>Learners able to manipulate and utilise ICT to meet their individual needs</p> <p>Staff confident in supporting learners to access the curriculum via technology and learning aids</p>	<p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>October 2021</p> <p>December 2021</p> <p>October 2021</p> <p>October 2021</p> <p>All reviewed regularly in line with changing learner needs</p>	<p>Increased independence and ability to participate in all aspects of the school curriculum alongside peers</p> <p>Increased learner confidence in their ability to access the curriculum</p> <p>Increased staff awareness of varied learner needs and how to support them effectively in the classroom</p>

Improving the physical environment of the school to increase access to education by disabled learners	<p>To ensure accessible car parking is available to all who require this</p> <p>To ensure all learners can access appropriate classroom environments which meet their needs</p>	<p>Parking bays to be signed off and compliance monitored</p> <p>Duty and Main Office staff to be aware of those requiring access to disabled bay parking/drop-off</p> <p>Carpeting, blinds and acoustic ceiling tiles to be installed into all classrooms, where appropriate and in line with health and safety guidelines</p> <p>Ensure all classrooms and resources are organised in accordance with learner need and ease of access – evidence that guidance from external agencies is being followed</p>	<p>Improved access to disabled learners and parents</p> <p>All learners able to access resources in the classroom and participate in learning opportunities alongside their peers</p>	<p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>October 2021 and reviewed throughout the year</p>	<p>Improved access to the school site for all those with disabilities</p> <p>Increased independence and ability to access the school environment alongside peers</p>
Improving the delivery of information to disabled learners	Availability of written information in alternative formats	<p>School to make itself aware of services available from LA (and elsewhere) to convert written information into alternative formats</p> <p>Liaise with Sensory Impairment Service to explore how information can be shared most effectively</p> <p>Ongoing programme of staff training to reflect diverse needs of learners within the school and enable appropriate differentiation – wider use of alternative visual, auditory, ICT methods to be explored</p>	<p>All learners able to access information being shared</p> <p>All staff to be aware of how to share information and differentiate effectively for differing learner needs</p>	<p>November 2021</p> <p>November 2021</p> <p>November 2021 and ongoing to meet changing learner needs</p>	<p>Improved delivery of information to disabled learners</p> <p>Increased learner confidence in accessing and understanding information being shared</p>