

Wallscourt Farm Academy - Access Plan

2013-2016 — To be reviewed annually by a panel – Inclusion group

Please read in connection with our School Improvement Plan overview- including vision and principles, Equality Scheme and policy.

A template for your access plan

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them, as needed and annually- involving a range of stakeholders.

Context:

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, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

Wallscourt Farm Academy holds Inclusion and Personalisation as paramount. We are wholly committed to ensuring that every child gets exactly what they need, and this includes equality of opportunity, access for all and inclusion at the heart of our community.

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Information gathering

- Wallscourt Farm Academy is a brand new school to serve a new community in South Gloucestershire. The process of gathering information about the community context is being undertaken by the school, in collaboration with other members of the community.
- In the academic year 2013-14, the first cohort of reception aged pupils will join Wallscourt Farm Academy. The new build ensures the environment, the third teacher, is fully accessible to all pupils, families and members of the community. Access and inclusive approaches are woven into the fabric of the building and the vision for learning.
- We have linked with the feeder nursery and children's centres across Bristol and South Gloucestershire to ensure a supported transition into Wallscourt Farm is a reality for all children and their families.
- Information gathering from the Local Authority has ensured we are aware of the needs of children and families joining Wallscourt Farm Academy. An audit of needs to ensure we are able to provide access for all will be sent out to all families at the start of the academic year.

School strengths and areas for development

Awareness of Equalities legislation and issues:

Staff commitment and knowledge and expertise in terms of awareness of Equalities legislation is strong, with 2 members of the SLT having much Senco and Inclusion experience and expertise. The Principal has led a school through the Icoco developments in Bristol, supported with the SEN panels and has a wealth of CPD linked to Inclusion and Equalities.

School Organisation:

School policies are written with Inclusion and personalization at the heart of the documentation, ensuring all relevant legislation is upheld. Policies such as Administration of Medicines exist and will be reviewed and referenced in relation to individuals.

Time is used effectively at Wallscourt Farm to ensure the needs of all learners are at the forefront of planning and timetabling.

Policies and practices:

Policies and procedures will be supportive tools to ensure the context and aims of the Access plan and Equalities documentation is a reality within Wallscourt Farm Academy. Anti-Bullying policy and approaches, coupled with a clear, whole school Rights Respecting ethos should support children and adults to approach all aspects of life at school in an inclusive way.

Extra-curricular opportunity and enrichment visits will ensure access for all and the principle of each child getting exactly what they need will inform planning and procedures. Teaching and Learning approaches and the curriculum is organized to ensure children are the orchestrators, with adults playing a key role in facilitating learning, whilst promoting independence and individualism.

Physical Environment:

As a brand new building, much of the considerations in terms of the physical environment have been borne in mind for the development of Wallscourt Farm. The site is fully accessible, and the rooms schedules all enable access for all. The open learning zones allow free flow, and yet the enclosed spaces, such as the halls, the classroom and the quiet rooms all provide the range of learning spaces to meet the needs of all learners.

The curriculum:

Curriculum organization is conducive to inclusion and personalization, differentiation and independence. The vision for learning at Wallscourt Farm ensures that the approaches applied in the Early Years Foundation Stage will be upheld and developed throughout the age-phases. The Wallscourt Farm tree of learning for life has 4 key aspects – flexible, progressive, connected and personalised. In addition, the inclusive approaches and the rights respecting ethos will enable all pupils to develop a sense of equality for all.

Information:

Access to information to ensure we are meeting the needs of all learners and their families will be a key priority at Wallscourt Farm, Initially, the use of simple signing through Makaton will support all children. In addition, the use of Visual timetables for all will be a supportive and inclusive communication aid. Ensuring we audit the needs of our learners and enable access to information for all will be a development during the first year of the Academy.

Outcomes:

- The impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including exams and end of key stage results and achievements in extra curricular activities

The detail and amount of information gathered to complete this section will depend upon a number of factors not least of which is the size of the school. Equally, in reporting the findings it will be necessary to include enough detail to be informative but not so much as to breach confidentiality.

Involving disabled people

This plan will be informed by:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the community

Information about how the range of stakeholders have influenced the plan, and evidence relating to impact will be gathered and reported as part of the documentation.

Development Plans

Key area	Aims	Actions	Timescales	Monitoring	Evaluation
The Physical Environment	To ensure that the physical environment, the third teacher, is accessible to all pupils and fully meets their needs.	Gather information about needs of learners Monitor the access needs – consider additional methods for new pupils- anticipatory duty.	Ongoing Review in October, February (hand over Phase 2) and July.	Monitor the accessibility for all pupils. Link with SEN planning for September 2014 Senco and SLT	Range of tools to evaluate the use of the environment. Fire drills for access – first floor.
Access to the curriculum – the whole life of the school	All areas of the curriculum are accessible to all pupils, regardless of their disability.	Staff CPD as relevant for all pupils with AEN needs Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Ensure resources fully meet the needs of all learners –including the use of ipads and specialist equipment. The curriculum will provide opportunities for Inclusion, Equalities and Access to be explored- e.g. Just Different.	Ongoing- as needs Termly Review – February and July 2014 Review – following focus aspects of learning and linked with School Strategic Plan.	Review February and July Involve a range of stakeholders in review- including pupils and families. All staff involved in review Feedback from pupils, families and members of the wider school community.	Discussion and feedback from multi-agency as needed. Use of appropriate audit tools – Index for Inclusion, Bristol inclusion standard. Pupils and families will be engaged in reviewing and developing procedures.
Access to information	All pupils will be able to access information.	The provision will be reviewed to ensure Access for all.	Throughout the year.	Feedback from families.	Evaluate all pupils access to information.

	Links with: Article 23: Children should have special care & support if they need it.	Software used in learning zones will be monitored. Use of Boardmaker if needed.	Reviewed October, February and July 2014	Observations – SLT and range of external professionals as appropriate.	Review practices and develop accordingly.
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Making it happen

The whole school takes a collective approach to ensuring the needs of all pupils and families are met effectively at Wallscourt Farm Academy. However, the Senior Leadership Team, including the duties of the Senco, coupled with the Academy Council and CLF board will play a key role in the monitoring and impact evaluation.

This Access Plan will be reviewed annually and renewed every three years.

Making it available

This Access plans will be available and accessible to interested parties through publication on the Wallscourt Farm Academy website. Copies in alternative format, including hard copies, other languages and braille, will be provided, where possible, on request.