



Stationers' Crown Woods Academy

Accessibility

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Revision Log

Date	Item	Brief details of change

Accessibility Policy 2021-2025

1 Rationale and Ethos

1.1 The Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001, specifies that academies must plan, over time, to increase access to all areas of academy life for students with disabilities in order to ensure that children are not treated less favourably for a reason associated with their disability and that reasonable steps are taken to avoid putting them at a disadvantage.

2 Key Contacts

Name	
Mr W Barnett	Principal
Mr M Wilmot	Business Manager
Ms H Loughlin	Assistant Principal - SENCo and Inclusions

3 Policy Context

3.1 Stationers' Crown Woods Academy is an academy for students aged between 11 and 19 accessing Key Stage 3-5 programmes of study.

3.2 The academy consists of nine buildings on a large site. Most buildings are 3-storey constructions. All buildings are accessible with appropriate routes for entry and exit. Buildings with upper floors are equipped with a lift and students requiring access are provided with personal lift cards.

3.3 All buildings have a disabled toilet on every floor and there are 2 hygiene suites on campus, both with fully-serviced hoists.

3.4 Staff are trained to work with students with a range of learning and physical disabilities and are able to use the specialist equipment as and when required.

3.5 PEEPs are in place for students with additional needs who require personalised evacuation routes.

3.6 The academy has 2 specialist provisions - VI and MLD/DSP centres and consults with external specialists to ensure that students accessing these provisions are able to enjoy all of the academy's facilities.

4 Aims

4.1 To create and sustain a community that is underpinned by our shared values of family, perseverance, collaboration, respect and inclusion.

4.2 To provide an educational setting in which all members of our community have equal opportunities to acquire a wide range of skills, knowledge, attributes and values, and are able to enjoy all of our curriculum and enrichment facilities.

4.3 To ensure each member of our community is valued and respected irrespective of:

- age
- being, or becoming, a transsexual person
- disability
- race, including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

4.4 To ensure that our academy is welcoming to all, and that we seek to apply these principles to our visitors and stakeholders.

4.5 Governors in conjunction with the Leigh Academies Trust executive are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

4.6 The priorities for the Accessibility Policy for our academy are identified and reviewed by a planning group consisting of:

- the Principal
- the Governor with responsibility for SEND
- the Assistant Principal/SENCo & Inclusion
- the Business Manager

4.7 The academy will work within national frameworks to meet SEND and accessibility needs. These include, but are not limited to:

- Equalities Act 2010
- SEND Code of Practice 2014
- Children and Families Act 2014

4.8 This Accessibility Policy shows how access is improved for disabled pupils, staff and visitors to the academy with a given timeframe and anticipating the need to make responsible adjustments to accommodate their needs where practicable.

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

- SEND Policy
- Behaviour Policy
- Teaching & Learning Policy
- Curriculum Policies
- Health & Safety Policy
- Academy Performance Agreement

5 **Actions**

5.1 Increase access to the curriculum for pupils with a physical disability and/or sensory impairments;

this includes expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for adulthood as their peers. This section covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes the provision of specialist or auxiliary aids and equipment which may assist these students in accessing the curriculum within a reasonable timeframe.

5.2 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 academy and physical aids to access education within a reasonable timeframe.

5.3 Improve the delivery, presentation and format of written information to pupils, staff, parents and visitors with disabilities, for example hand-outs, timetables, textbooks and information about the academy and its events.

6 Monitoring, Reporting and Evaluation

6.1 To ensure we meet every aspect of the accessibility plan, staff training will take place throughout the course of the academic year. Most of the training will be delivered on site by academy staff and our partner specialists and consultants. On occasion, specialist training will be attended off site by key practitioners in the academy.

6.2 The Accessibility Policy for physical accessibility relates to the Access Audit of the academy, which remains the responsibility of the governing body.

6.3 The aim is to steadily improve the accessibility across the Academy over the coming years. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

6.4 The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

6.5 It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

6.6 The academy is not obliged to provide aids for individual children under its duties to make reasonable adjustments for that child. Additional support is intended to be funded by or applied via the SEN framework.

Appendix

1 Development Area A: Curriculum

Targets	Strategies	Monitoring and QA
<p>The curriculum reflects an understanding and tolerance of disability and diversity.</p>	<p>Schemes of Work (SOW) and wellbeing activities include measures for inclusive practice and differentiation. SOW and lesson plans include SMSC where appropriate to do so. Assemblies, wellbeing sessions and enrichment activities provide further opportunity for sharing our core values and debating inclusive practice.</p>	<p>Ongoing learning walks and observations conducted by CLT and SEND leads will check these measures are in place. Student Voice feedback.</p>
<p>Staff are well prepared to meet the needs of all learners.</p>	<p>SEND information available to all staff and is used to support the learning of our students. Programme of CPD in place to support staff to meet the needs of all learners. Differentiation is applied consistently and this allows students to develop their independent learning skills. LSAs are trained to support students to access the site and curriculum.</p>	<p>Ongoing learning walks and lesson observations conducted by CLT and SEND leads will check these measures are in place. Student Voice feedback. IEP and annual review meetings with parents and stakeholders.</p>
<p>Improved ICT provision to support and enhance curriculum delivery for all.</p>	<p>Full ICT network and hardware refresh. Employ a 1 to 1 device scheme for Year 9/10/ P16 students and provide access to class sets of Chromebooks for all students. Migration to Gmail and employ Google Apps for Education to deliver aspects of the curriculum. Use Google Classroom to share resources and enhance differentiation of learning materials. Students requiring laptops or adapted IT equipment are provided with these, and these are maintained and updated regularly by the SCWA IT dept.</p>	<p>Ongoing learning walks and observations conducted by CLT and SEND leads will check these measures are in place. Student voice feedback. IEP and annual review meetings with parents and stakeholders.</p>
<p>The academy has two specialist provisions - VI and ASD/MLD; the academy also has students with significant hearing impairments - staff ensure that students accessing these provisions have access to an appropriate mainstream or differentiated curriculum.</p>	<p>All areas of the site to meet RNIB standards and audits are undertaken by the LA sensory services, SALT practitioners and occupational health practitioners. Personalised interventions are provided to students by specialists working with the school. Students have access to the appropriate level of support throughout the school day. The curriculum is differentiated and a range of accessible KS4 pathways are in place. LSAs are trained to support students to access the site and curriculum.</p>	<p>Ongoing learning walks and observations conducted by CLT and SEND leads will check these measures are in place. Student voice feedback. IEP and annual review meetings with parents and stakeholders. Audits conducted by external partners and recommendations implemented.</p>

<p>Examinations are accessible to all students</p>	<p>Students requiring additional support for examination or internal assessments are assessed and monitored in line with the national JCQ requirements. Appropriate support is offered to students sitting the Academy banding tests. LSAs are trained to support students to access the site and curriculum.</p>	<p>Ongoing feedback from staff and students as part of the first stage of SEN code of practice. Assessment data is frequently reviewed to ensure the arrangements are applied correctly.</p>
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2 Development Area B: Accessibility of Physical Environment

Targets	Strategies	Monitoring and QA
Classrooms are accessible for students with physical or learning difficulties.	Measures are taken to reduce noise and lighting for students with sensory sensitivities. Adaptive SEND equipment is provided to students who have sensory or learning difficulties. Seating plans are in place so that students with mobility difficulties can access learning within the classroom. Guidance is applied from specialist partners (NHS and SEND practitioners). LSAs are trained to support students to access the site and curriculum.	Ongoing learning walks and observations conducted by CLT and SEND leads will check these measures are in place. Updated specialist reports and advice circulated.
All areas of the academy are accessible and have appropriate disabled access	Accessibility was central to the building design. All areas are accessible. Accessibility issues and potential obstacles to be considered in any proposed changes to layout. Lifts are maintained and serviced via G4S. Students are issued with lift passes. LSAs are trained to support students to access the site and curriculum. Potential hazards are indicated by yellow paint for VI students, and orientation site walks are undertaken regularly with vulnerable students.	Ongoing building walks conducted by SEND leads, business manager and WLT. Audits conducted by external partners and recommendations implemented. Student voice feedback. IEP and annual review meetings with parents and stakeholders.
Signage is clear and understandable for all students, particularly those accessing the specialist VI provision.	Signs adapted where appropriate.	
Disabled toilets and hygiene suites maintained on all floors.	Disabled toilets locked when not in use. Designated support staff to have relevant keys at all times. G4S cleaning rota in place. Toilet passes are allocated to students with additional needs. Hoists are regularly checked and maintained by an external company procured by G4S. Safeguard rails in toilets and on beds are maintained and in working order. Height adjustable sinks are maintained and in working order.	Ongoing building walks conducted by SEND leads, business manager and WLT. Audits conducted by external partners and recommendations implemented. Continued working with G4S to maintain the equipment to a high standard.
The academy has two specialist provisions - VI and ASD/MLD. The Academy also has students with significant hearing impairments. Staff ensure that students accessing these provisions have access to an appropriate mainstream or differentiated curriculum.	All areas of the site to meet RNIB standards and audits are undertaken by the LA sensory services, SALT practitioners and occupational health practitioners. Personalised interventions are provided to students by specialists working with the school. Students have access to the appropriate level of support throughout the school day. The curriculum is differentiated and a range of accessible KS4 pathways are in place.	Ongoing learning walks and observations conducted by CLT and SEND leads will check these measures are in place. Student voice feedback. IEP and annual review meetings with parents and stakeholders. Audits conducted by external partners and recommendations implemented.

3 Development Area C: Accessibility of Information

Targets	Strategies	Monitoring and QA
<p>Information availability of written material in alternative format.</p>	<p>The academy is aware of the service available, through the LA Sensory Inclusion Service, for converting written information into alternative formats. If needed, the academy can provide written information in alternative formats.</p> <p>Information is converted into braille for students requiring this format.</p> <p>When information about a parent’s disability and accessibility requirements are shared with the Academy, notes are added to the school system and the information is swiftly shared with staff.</p>	<p>Ongoing learning walks and observations conducted by CLT and SEND leads will check these measures are in place.</p> <p>Student voice feedback.</p> <p>IEP and annual review meetings with parents and stakeholders.</p> <p>Audits conducted by external partners and recommendations implemented.</p> <p>Regular feedback from parents regarding individual accessibility needs.</p>