



**Wac Arts**  
College

## **Accessibility Plan**

<b>Policy created</b>	June 2014
<b>Approved by Governors</b>	Sept 2014
<b>Date of most recent review</b>	February 2020
<b>Date of next review</b>	February 2023

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We refer to Camden's Accessibility Strategy for Education Settings -

[https://search3.openobjects.com/mediamanager/camden/cd/files/camden\\_accessibility\\_strategy\\_for\\_education\\_settings\\_2017-20.pdf](https://search3.openobjects.com/mediamanager/camden/cd/files/camden_accessibility_strategy_for_education_settings_2017-20.pdf).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum, such as speech to text, zoom etc.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Dyslexia style guide</p>	<p>Long-term - to purchase software that increases accessibility options in preparation for exams</p> <p>Long-term - to ensure all subject teachers are able to provide an example of this</p>	<p>SEN team to assess need, source suitable options and action purchase</p> <p>Tutors will research examples of disability diversity relevant to their subjects</p>	<p>SENCO</p> <p>Principal</p>	<p>End of autumn term 2020</p> <p>End of summer term 2020</p>	<p>Software packages purchased and students trained to use them</p> <p>Teachers use research examples of disability diversity relevant to their subjects in classes</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Elevators</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Specialist furniture appropriate to student needs</li> <li>● Evacuation sledge for disabled students in case of fire/emergency evacuation</li> <li>● Dimmer lighting options</li> </ul>	<p>These features are currently managed by the building owners, Wac Arts, charity, in consultation with the college.</p> <p>These features will be updated and actioned when we have moved into our own accommodation</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> </ul>	<p>Long-term - to develop a whole school approach to autism friendly signage</p> <p>Medium-term - a TV monitor at reception that displays information for</p>	<p>Consulting with specialists, creating appropriate signage and managing it's display in an autism-friendly way.</p> <p>Fix the monitor currently at atrium reception and curate information to be displayed</p>	<p>SENCO and Leon Hazlewood</p> <p>SENCO</p>	<p>Easter 2021</p> <p>End of summer term 2020</p>	<p>Efficient and autism-friendly signage displayed throughout the building</p> <p>Relevant information being displayed and students engaging with the content</p>

	<ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Coloured paper</li> </ul>	<p>the day</p> <p>Short-term - to ensure these are available for and in all classes/subjects</p> <p>Medium term - display both traditional and pictorial timetables throughout the school building</p> <p>Long-term - develop a colour coding or pictorial system to help students navigate the building</p>	<p>Purchase and manage distribution of resources</p> <p>Create pictorial timetables</p> <p>Design system and implement throughout the building</p>	<p>SENCO</p> <p>SENCO and Leon Hazlewood</p> <p>SENCO and Leon Hazlewood</p>	<p>Beginning of summer term 2020</p> <p>End of summer term 2020</p> <p>End of summer term 2021</p>	<p>Available in all classes/subjects</p> <p>Pictorial timetables displayed in conjunction with traditional timetables throughout the building</p> <p>System created and implemented through the building.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- Complain policy

## Appendix 1: Accessibility audit

This is currently managed, with consultation with the college, by the owners of our building, Wac Arts (charity). We will complete and update this when we move into new accommodation.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				