

ACCESSIBILITY POLICY – 2015-2018

This Accessibility Policy is created to set out a framework within which WSAPC staff can operate. The policy is drawn up in accordance with the Equality Act 2010, and the DfE's special educational needs and disability (SEND) Code of Practice, which came into force in September 2014.

1. PURPOSE

WSAPC is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to promote a positive attitude within our college towards the needs of disabled persons and to developing a culture of awareness, tolerance and inclusion.

2. DEFINITION OF DISABILITY

The Equality Act 2010 states that a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on the individual's ability to carry out normal day-to-day activities.

Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

3. PRINCIPLES

The WSAPC provides a broad and balanced curriculum differentiated to meet the needs of the individual pupil and is continually researching and developing practises to secure a learning platform that is accessible for all.

We are committed to ensuring all pupils regardless of disability are individually assessed and reasonable adjustments to the curriculum implemented where required, promoting a successful learning environment. We do this by involving parents/carers in our assessment and respecting their knowledge of their child's needs, valuing their opinion and that of the pupils, combining this information with the expertise of all involved stakeholders to ensure each student has the resource necessary to ensure developmental progression in all areas, taking all reasonable steps to avoid putting disabled pupils at a disadvantage.

The WSAPC will take into account the needs of all stakeholders with physical difficulties when planning and undertaking improvements/refurbishments of the individual Centres, ie improved wheelchair accessibility, hearing loops, lighting and effective signage/colour schemes for the visually impaired.



The college will make itself aware of local services, including those provided through the Local Authority and will provide information in alternative forms when required or requested.

The WSAPC is dedicated to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people and pay due regard to the following organisations and related guidance:

- ✦ Working together to Safeguard Children (2013) – DfE
- ✦ Equality Act 2010: Advice for schools – DfE
- ✦ Reasonable Adjustment for Disabled Pupils (2012) – Equality and Human Rights Commission
- ✦ Supporting Pupils at School with Medical Conditions (2014) – DfE
- ✦ Special Educational Needs and Disability Code of Practice: 0 to 25 years – DfE

The Accessibility Policy will be incorporated and referred to in curriculum policies as they are reviewed and will form part of the Quality Improvement Plan once a detailed accessibility plan has been determined.

Training to address disability in the workplace is promoted to staff and there is an expectation of all WSAPC members to have regard to matters relating to access.

The accessibility plan will be shared with all staff and a working group will be established to address all curriculum accessibility issues. It will be shared with parents/carers at the point of interview.

4. MONITORING

An accessibility plan will be created to improve facilities over a 3 year period. The plan is a working on-going document and will be reviewed with the policy annually.

Accessibility will be a regular agenda item of the Health and Safety Committee once a formal detailed plan is in place and will be monitored by Governors annually.

5. COMPLAINTS PROCEDURE

All complaints should be made using the Complaints Procedure which can be found in main reception areas or on the WSAPC website (www.apcollege.co.uk), or via the Grievance Policy.



6. AIMS AND OBJECTIVES

This plan forms the initial draft which will be reviewed and enhanced once the Access Survey is completed in November 2015.

The aim of this plan is to ensure no pupil is excluded from learning. To meet this aim we will:

- ✦ Increase access to the curriculum for pupils with a disability
- ✦ Improve and maintain access to the physical environment of all WSAPC Centres to enable disabled pupils to take better advantage of the education, facilities and services provided.
- ✦ Improve the availability of accessible information to disabled pupils

ACTION	TIMETABLE <i>(completed by.....)</i>	ACTIVITIES	SUCCESS CRITERIA	MONITORING
Audit curriculum access and identify requirements to ensure every pupil has full access to learning opportunities	October 2016	Determine priority action from access survey report	All staff have clearly identified roles and responsibilities and understand the remit of these.	Resources for disabled pupils reviewed termly.
		Provide in depth planning reports, identifying required curriculum resources	Each location has a detailed plan in place to ensure resources are made available for disabled pupils.	Procedures reviewed annually by H & S Committee.
		Identify additional gaps in provision, research and cost required resources.	All staff are fully aware of resources available for disabled pupils and an action plan is created to address weaknesses	
		Organise staff disability awareness training	All pupils, including visually impaired, children with hearing difficulties or other physical disabilities, receive the best possible access to curriculum and related activities.	
		Review admission processes to ensure all disabilities are identified on admittance and relevant information is circulated appropriately		



ACTION	TIMETABLE <i>(completed by.....)</i>	ACTIVITIES	SUCCESS CRITERIA	MONITORING
Audit WSAPC individual Centre environments to ensure suitable access to relevant areas.	January 2016	Determine priority action from access survey report.	Processes are in place to ensure effective access is available to all visitors, pupils and staff including those who are visually impaired, have hearing or physical disabilities.	Complete annual centre surveys, referring to access survey until all points are suitably addressed. H & S Committee review termly.
		Identify priority areas to improve access, research and cost.		
	October 2016	Provide in depth planning reports for all Centres, identifying required building improvements to allow safe access for all physically impaired pupils/staff/visitors.	Each location will have a detailed plan in place to ensure building improvements are undertaken where possible within a specified period	Reviewed annually at H & S meeting and monitored by H & S Representatives.
		Audit individual classroom areas and identify suitable teaching areas for physically impaired pupils.	At least one teaching area is available to physically impaired pupils within WSAPC	



ACTION	TIMETABLE <i>(completed by.....)</i>	ACTIVITIES	SUCCESS CRITERIA	MONITORING
Audit written information to ensure full and safe access for all to WSAPC	October 2016	Determine priority action from access survey report	Full and safe access to designated areas and learning opportunities, or plans in place to achieve aim.	H & S Committee carry out annual survey reports to ensure signage etc. is appropriate.
	January 2016	Identify a working group to research curriculum resources to ensure full access to learning for pupils who have been referred to WSAPC.	Access to resources is available to teachers to aid with lesson planning for pupils who are visually impaired or have hearing difficulties	Working Group report to H & S Committee annually. Monitoring Group report to working group on any pupil to be admitted who has visual or hearing impairments
Accessibility Plan is incorporated into Quality Improvement Plan	September 2016	Working Group is identified which consists of at least 1 Teacher, 1 Support Staff and 1 Governor to review all issues relating to both curriculum and environmental accessibility for pupils/staff/visitors who have physical or learning impairments.	Action plan is identified for accessibility within the Quality Improvement Plan	Working Group report to Governing Body/SLT/H & S Committee annually

