

Bluecoat Wollaton Academy Accessibility Plan 2021-2024



Bluecoat Wollaton

believe in yourself, in others, in God

Our Christian Vision is:

Through believing in ourselves, in others, in God, we trust that our hard work will result in the transformation of our lives and the lives of those around us.

Our Christian Values are:

Faith, Hope and Love

Our Bluecoat Family is:

*Inclusive
Committed to Staff
Highly Literate
Grounded in Faith
Knowledgeable
Rooted in Respect
Dedicated to Character Development*

Document Owner	Principal
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Next Review	May 2022

Bluecoat Wollaton is located approximately 2 miles from Nottingham City Centre. The generous site is found in a residential area and shares a boundary with Wollaton Park. The site is bordered by two conservation areas. There are two vehicular access points from Sutton Passeys Crescent and controlled pedestrian access in three locations as shown. The school underwent a large scale refurbishment programme in 2014 which included the construction of the Main teaching block 'E' and the refurbishment of the Main School Building 'A'. The site is adjacent to two residential properties, the resident in the dwelling closest to the site is not connected to the Trust, and the other is.





Bluecoat Wollaton prides itself on being a safe, friendly and welcoming school where expectations and standards are high. Every member of staff makes every effort to help their young people to find, celebrate and develop their unique talents and skills. Their goal is that for every Bluecoat Wollaton child to live out its values of faith, hope and love and to transform their own lives as well as those of those around them.

Bluecoat Wollaton Academy is committed to providing a fully accessible environment which values and include all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a cultural awareness, tolerance and inclusion.

Definition of disability (Equality Act 2010)

In the act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purpose of the Act, these words have the following meaning:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.
- People who had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer, multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

The Local Authority has a duty to monitor the academy's activity under the Equality Act 2010, in particular Schedule 10 regarding Accessibility) and as a result will advise upon the compliance with that duty.

Bluecoat Wollaton Academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the academy. The Accessibility Plan contains relevant actions to:

- Improve 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 learning.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are able-bodied students; (if an academy fails to do this they are in breach of the Equality Act).
- This covers teaching and learning and the wider curriculum of the academy such as participation in enrichment activities and school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, academy literature, timetables, textbooks, and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame. The academy will promote positive images of disability through all aspects of its work.

Actions Plans are provided which relate to the three key aspects of accessibility (physical access, curriculum access, access to information). These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues relating to accessibility and to provide training for all staff and academy advisory board members (governors) to the matter of disability discrimination and inclusion.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documentation:

- [ALT Accessibility Policy](#)
- [ALT Equality and Diversity Policy](#)
- [ALT Health, Safety & Security Policy](#)
- [ALT Inclusion & Disability Policy](#)
- [ALT Safeguarding Policy](#)
- [ALT Supporting Students with Medical Conditions Policy](#)
- [BWA Behaviour Statement of Practice](#)
- [BWA Curriculum Statement of Practice](#)
- [BWA Safeguarding Statement of Practice](#)

The Accessibility Plan will be published on the Academy website. The Academy's complaints procedure covers the Accessibility Plan.

Vision and Values

Bluecoat Wollaton Academy aims to ensure equality of opportunity for all its students and staff and it follows that disabled students or prospective students, are not treated less favourably than other students or prospective students, for reasons relating to their disability.

This needs to be read in conjunction with the academy's SEN Policy.

Information from Student data and academy audit:

The latest information regarding the number of students with SEND for the academy can be found in the SEN Information Report on the Academy's website and PLASC.

Views on those consulted during the development of the plan:

The views of all agencies, students and their parents/carers will be sought through the regular meetings held as part of the support given by the academy.

The main priorities in the Academy's plan:

We take advice on support needed for students with disabilities and work with professionals to ensure they have the necessary support to fully include them in the life of the academy.

With our rolling programme of curriculum policy review and academy improvement, we aim to ensure that policies that relate to disability are discussed, reviewed and challenged so that outcomes continue to improve.

Increasing the extent to which disabled students can participate in the academy curriculum:

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Learning Support Faculty, led by the SENCO.
- The academy facilitates services from a range of agencies for all students and their families.

Improving the physical environment of the academy to increase the extent to which disabled students can take advantage of learning and associated services:

- The academy's classrooms are all on the ground floor or accessible by lift.
- Any new facilities will be built with disabled students in mind, ensuring access for all including discussions around improved access, lighting, acoustic treatment, sun glare and colour schemes.
- The academy has suitable disabled toilet facilities for students and for the use of disabled visitors using extended school services.
- The academy has disabled shower facilities.
- Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.
- Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable formats for disabled students and their families, including electronic adaptations.

Bluecoat Wollaton Academy Disability Access Plan 2021- 2024

Implementation and monitoring

Bluecoat Wollaton Academy's Accessibility Plan will be reviewed annually in respect of progress and outcomes, and a report will be presented at the Spring Term Academy Advisory Board meeting. After each review there will follow a new projected plan for the next three year period.

An annual accessibility site walk-through undertaken by staff, AAB members and site team will audit the provision to maintain a safe and accessible environment. Should any issues arise from this audit, then a plan of actions will be drawn up, including time frames, and added to the Accessibility Plan. The most recent audit can be found at the end of this plan.

It is suggested that the Academy development and improvement plan (SIP) contains targets linked to any Accessibility Plan, to encourage allocation of staffing and budget resources to support further improvements to accessibility.

Physical Access

This aspect focuses on access to the physical environment of the academy and physical aids to access education.

The physical environment of the academy includes potential barriers such as entrances and exits, steps, stairs, kerbs, interior and exterior surfaces, parking areas, toilets.

Physical aids to access education include ramps, lifts, handrails, induction loops etc

The academy expects to provide physical aids to education within a reasonable timeframe. However, it may not be feasible to undertake certain works required for full access to the academy's site and buildings during the life of this Accessibility Plan, and therefore certain items may have to roll forward into subsequent plans.

Actions	Success Criteria	Time
Ensure awareness of disabled students/parents on Open Days.	<p>Staff are aware of all visitors and their needs and access to the academy is always available.</p> <p>Everyone feels welcome to the academy.</p>	Spring 2022
Designated disabled parking bays allocated on academy site.	Families with disabled members have easier access to the academy.	September 2021
Improve lighting points in main car park area in evening and winter months.	<p>Staff, parents and students have improved visibility and access to parking area and school entrance.</p> <p>Improved personal safety measures.</p>	Summer 2022
Creation of portable ramp.	Allow entrance to site from overflow parking at large school events.	May 2022
Ensure that all power-operated doors have visual and tactile information.	Entrance and exit available to all users.	Spring 2022
Ensure that accessible toilets have handwashing and drying facilities within reach of someone sitting on the seat of the toilet.	Ensure all students / staff with mobility needs can access handwashing and drying.	Summer 2023
Tactile plan / diagram needed of the site within entrance area.	Ensure all visitors have the correct information to navigate the site.	Summer 2023
Ensure all step edges are marked to help them stand out more for visually impaired students.	Reasonable adjustments are reviewed and maintained and updated to improve access and safety.	Summer 2021
Ensure Sensory Room in Learning Support is fit for purpose.	Sensory Room is furnished appropriately and safe to use.	Spring 2023

Curriculum Access

This aspect covers a range of measures which ensure that Teaching and Learning across the academy are accessible to all.

Measures include classroom organisation and support, appropriate deployment of teaching and support staff, appropriate curriculum offer, appropriate timetabling options.

The wider curriculum of the academy is also covered. This will include Enrichment activities, any clubs and activities offered in unstructured times (such as break, lunch, after-school), off-site visits and school trips.

This aspect also covers staff information and training, and also the provision of specialist or auxiliary aids / equipment which will assist students in accessing the curriculum.

Bluecoat Wollaton Academy is committed to full curriculum access for all students, regardless of their educational, physical, sensory, social, emotional, spiritual, faith or cultural needs.

Actions	Success Criteria	Time
Audit Learning Support students in Autumn Term to assess if differentiated resources available to them.	Student voice researched and used to lead staff training	Spring 2022
Provide regular training on meeting the needs of all learners (Teachers' Standards 5: Adapt Teaching to respond to the strengths and needs of all pupils): <ul style="list-style-type: none"> • INSET • All departments show how the requirements of Teachers' Standards 5 are built into Schemes of Work • Focus on how subject staff and TAs can liaise to ensure the best outcomes for all learners. 	All teachers can fully meet the needs of all students with regard to accessing the curriculum. Improved attainment and progress for SEND students. All staff have had regular access to training to meet the needs of all learners.	Ongoing
Alternative curriculum – additional pathway/entry level learning prioritised for specific students.	Individualised curriculum developed and valued in school to ensure appropriate curriculum for students with significant learning needs is offered.	Ongoing

Actions	Success Criteria	Time
Ensure that identified students have access to assistive technologies e.g. laptops, iPads, specialist software, reader pens so they are not disadvantaged in learning and in assignments, tests and exams.	Improved access to individual learning for specific students with writing, processing or communication needs	Ongoing
Academy to hold testing for coloured overlays and access for all students to use them in lessons where needed.	Improved access to the curriculum for learners with dyslexia and dyslexic traits.	Ongoing
<p>Ensure equal access for disabled students to academy enrichment, visits and extra-curricular activities:</p> <ul style="list-style-type: none"> • Risk assessment and planning of trips/activities to include accessibility references. • Funding available from academy central funding so that additional staff can support disabled students on visits. 	Students with disabilities are able to participate equally in out of school activities.	Ongoing
Portable induction loop system needed to ensure that all areas used for assemblies and meetings are equipped.	All Hearing impaired students and also hearing impaired visitors can access all school events.	Spring 2022

Access to information

The academy has a duty to improve the delivery of written information which goes out to any students and their families, staff, or visitors with disabilities. Examples of this information include timetables, textbooks, handouts and worksheets, information about the academy and academy events. If requested, information should be made available within a reasonable timeframe in the preferred format of the person(s) making the request. This might be, for example, in a different font, font size, colour of paper, or electronic delivery.

Actions	Success criteria	Time
Ensure that parents and carers of disabled students / parents and carers with disabilities have access to a variety of means of information from the academy including letters, text messages, emails, app based communications.	All parents/carers receive important school information on a regular basis. Increased involvement in academy life.	Spring 2022
Availability of written material in alternative formats including large print.	Delivery of information to parents/carers improved for adults with visual impairments.	Spring 2022
Ensure there is braille information available for people with visual impairments.	Delivery of information to parents/carers improved for adults with visual impairments.	Spring 2022
Ensure there is an audio version of the most important information.	Delivery of information to parents/carers improved for adults with hearing impairments.	Spring 2022

Accessibility Audit

An Accessibility Audit of Bluecoat Wollaton Academy was undertaken by Mark Goodwill-Hodgson (Chair of the Bluecoat Wollaton AAB) and by Stuart Anderson (Principal). The audit visit took place on **17/03/2021**. Further information was obtained from the school website, records of the site build and layout and from staff discussions when on site, including the academy SENCO and site staff.

This audit recorded that the academy is compliant in the following key areas:

Physical Access:

- Security gates and barriers
- Access to the gates through reception
- External areas, movement between buildings
- Emergency Evacuation and Lockdown Procedures
- Internal movement – corridors and evacuation routes
- Medical facilities
- Internal décor and finishes
- Lighting within the building
- Dining and Catering
- Social spaces & quiet spaces
- Teaching and study spaces
- Furniture & teaching equipment

Curriculum Access :

- Training & accreditation of Teachers and Teaching Assistants
- Pre-admission visits
- Admission
- Safeguarding
- Pupils with Temporary, Emerging or ongoing Health Care Needs
- Access to the Curriculum
- Lesson planning and support for pupils with disabilities and SEN
- Access to Educational Visits and Extra-Curricular Activities
- Pupil Outcomes
- Staffing & Leadership

Access to Information:

- Staff Training – awareness training provided to enable all staff to understand and recognise disability issues
- Arrangements for providing information in simple language, large print, via digital audio, by Braille
- Academy website and social media content accessible
- Information presented to groups in a user-friendly way for people with disabilities which affect their vision
- Staff familiarity with technologies and support strategies and processes developed to assist people with disabilities
- Complaints process

The audit highlighted the need for improvements in the following areas, and the accessibility plan has been updated as a result.

Physical Access:

- Arrangements for accessible parking
- Lighting in car parking areas
- Availability of temporary ramps for wheelchairs
- Accessible toilets – handwashing facilities
- Internal signage - tactile plan of the academy needed
- Adjustments needed to power-assisted doors

Curriculum access:

- Need for a portable induction loop system