



'Excellence Together'



Wyvern St Edmund's
Learning Campus

Wyvern St. Edmund's Accessibility Policy 2019/20

September 2019

1. Vision

At Wyvern St Edmund's, our aim is that every student becomes the best version of themselves that they can be. Every policy and procedure has our students' best interests at heart and is mindful of staff workload and wellbeing.

Our vision is enacted by way of every member of staff, whatever their role, working to safeguard the wellbeing of our students and to maximise their progress. Of equal importance for us is their personal growth, self-discipline and the self-discovery of their passions and God-given talents. Every member of our school is treated with dignity and respect and is shown care and consideration. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness' and are at the heart of all decisions that we make.

2. 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.

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.

3. 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.

4. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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.</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>Advice from feeder schools and data collated to be used in the planning of the curriculum for all pupils.</p> <p>A bespoke curriculum developed for those with complex needs.</p> <p>Pupil progress is to continue to be regularly and formally monitored and reported to parents and carers.</p> <p>Individual targets are to be set for pupils with additional needs.</p>	<p>SENDCo</p> <p>SENDCo/DH Curriculum</p> <p>SENDCo/DH Curriculum</p> <p>SENDCo</p>	Annually	All students are able to access the full curriculum.
Improve and maintain access to the physical environment	Some areas of the school site are designed with all of the DDA regulations in mind (C Block, D Block, ground floor A block). Partial in the Magill Block. The	Consider additional drop kerbs to shorten the distance between key locations (SB Site	Site Manager	Quote by Dec 2019 (use flat routes in the	Students with mobility needs are more able to access as many of the school buildings as possible.

	<p>Wyvern Sports Hall is fully accessible on flat surfaces.</p> <p>Wyvern St. Edmund's is a large sprawling campus with a mixture of old and new buildings. There is access to most of the buildings and outside spaces but often this means having to travel around the outside of one building to get to the accessible access of another.</p> <p>There is no access to the science labs, apart from one and no access to music.</p>	<p>Manager).</p> <p>To look into non-key operated lift access for students if possible.</p> <p>More staff to be allocated keys to the lifts to enable ease of access to buildings for pupils.</p>	<p>Estates Manager</p> <p>Site Manager</p>	<p>mean-time) July 2020</p> <p>As required</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. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>As new areas are refurbished or rebuilt, all regulations will be considered and adhered to.</p> <p>Develop a pictorial map to support students with a disability in understanding the layout of the school. Maps will be placed in key sites such as stairwells and corridors. Signage across the site will be improved.</p>	<p>Estates Manager</p> <p>Operations Manager</p>	<p>As required</p> <p>January 2020</p>	<p>All students confident in their independent movement around the school.</p>

5. 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 Local Governing Board.

6. Links with other policies

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

- Special Educational Needs (SEN) Information Report
- Medical Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>3 in Original and Magill Building</p> <p>2 in the Science and Maths blocks</p> <p>Single storey in Wyvern Canteen and History block</p>	<p>There are no lifts to the science block, however there is a science lab in the Magill building. For pupils with a disability staff will move labs to accommodate needs and ensure equality of access.</p> <p>Ramp to enable access to PE changing rooms.</p>	?	?
Lifts	<p>There is a lift in the Magill Building allowing access to all classrooms in both the Magill and Original buildings. In the Wyvern building there is a lift to enable entrance from the reception area to the hall, the maths classrooms canteen and all other main buildings.</p>	<p>More staff allocated with lift keys to enable more effective movement of pupils around the school.</p>	?	?
Parking bays	<p>Disabled parking bay closest to the main reception entrance.</p>	<p>Disabled parking made available at the Wyvern entrance.</p>	?	?
Entrances	<p>They main reception area is accessible.</p> <p>The Wyvern reception area has a lift enabling access to the wider</p>	<p>Investigate the possibility of ramps being made available in the main reception and from the dining hall to the covered area which would then enable disabled access to the Magill building.</p>	?	?

	school, including all main buildings.			
Ramps	Removable ramps are available in reception.	Investigate the possibility of ramps being made available in the main reception and from the dining hall to the covered area which would then enable disabled access to the Magill building. Ramp from the covered area to PE	?	?
Toilets	There are accessible toilets on all floors of the Magill building and on the ground floor of the Maths and Science buildings.	A changing space made available.	?	?
Internal signage	Toilet signage is clear. Colourful pictorial murals are used to depict subject specific areas.	Improve signage giving directions to buildings/subject areas.	?	?
Emergency escape routes	All buildings have a number of emergency escape routes. The lifts stop working in the case of fire alarm.	Install emergency evacuation wheelchairs on upper levels.	?	?