



Wymondham High Academy

Accessibility Plan - Reviewed May 2013

Planned Outcome	Current Position	Planned Action	Time Scale	Actioned by	Monitored by
Access to the Curriculum					
All students and vulnerable groups have access to the curriculum and are able to learn effectively.	<p>The Academy already caters for SEN and disabled children in many areas. Documents are provided to prospective parents/carers who have a son/daughter/ward with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so.</p> <p>All school documents are available in large print format if requested.</p> <p>The Academy has invested in classroom technology to facilitate better communication to students with SEN and disabilities. Specific attention has been given to enable:</p> <ul style="list-style-type: none"> clear provision of images and text in a large print format; the use of high quality audio/visual material; the easy dissemination of printed handouts of appropriate clarity. 	<p>ICT is appropriate for all students with disabilities or SEN.</p> <p>Full disclosure of relevant information at transfer.</p> <p>Regular meeting of SEN teachers and form tutors to share best practice</p> <p>A commitment to In-Service Training for medical staff to support any student with a disability.</p> <p>Access will be provided for specialist help to occur which is reasonable and practicable.</p>	In place (practice under constant review)	Intervention & Inclusion Co-ordinator	Assistant Principal, Staff & Student Welfare
Access to the Wider Curriculum					
All students and vulnerable groups have access to extra-curricular activities, school trips and after school clubs.	<p>Risk assessments are included as part of the Evolve trip approval system.</p> <p>Students have access to areas where extra-curricular activities and clubs</p>	Risk assessments are created for specific needs on an individual basis.	In place (practice under constant	Educational Visits Co-ordinator Intervention	Assistant Principal, Staff & Student

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	are taking place. Classrooms are changed when access proves difficult.		review)	& Inclusion Co-ordinator	Welfare
Access to Learning					
All teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	A training programme has commenced on differentiation.	Training for teachers on differentiating the curriculum	In place (practice under constant review)	Intervention & Inclusion Co-ordinator	Assistant Principal, Staff & Student Welfare
Equality Impact Assessments					
All policies and procedures are subject to an equality impact analysis.	There is a rolling programme of policy and procedural review with and EIA take place.	Continue rolling programme of review. New policies to have EIAs.	In place (practice under constant review)	Assistant Principal, Staff and Student Welfare	Principal
Access to the Physical Environment					
Enable disabled students, staff, parents and visitors to have reasonable access to premises and facilities.	Concrete ramps have been installed to the south ends of the north and middle blocks to improve ease of movement around the school. A doorbell has been installed to allow visitors to the Folly Road entrance to request assistance with entry to the school. The Food Technology room has been relocated to the ground floor to ensure full curriculum accessibility for students (the entire curriculum can now be delivered using the ground floor only)	All future and recently built/refurbished areas of the school are DDA compliant.	In place (practice under constant review)	Director of Enterprise and Community	Principal

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	<p>Accessible equipment has been installed (sink/cooker/desk).</p> <p>An additional disabled parking bay has been established at the north block entrance.</p> <p>Personal and general emergency evacuation plans have been introduced (PEEPs and GEEPs)</p>				
<p>Meet the needs of all hearing impaired students, staff, parents and visitors to the school.</p> <p>Improved acoustics in all classrooms.</p>	<p>All recently built/refurbished areas of the school are DDA compliant.</p> <p>All classrooms have been carpeted to improve acoustics.</p> <p>A rolling programme of installation of suspended ceilings to rooms with poor acoustics has commenced.</p>	<p>All future built /refurbished areas of the school will be DDA compliant.</p> <p>Installation of a hearing loop system in the North Hall, Reception, Drama Studio.</p> <p>Continue rolling programme of installation of suspended ceilings to rooms with poor acoustics.</p>	<p>In place (practice under constant review)</p>	<p>Director of Enterprise and Community</p>	<p>Principal</p>
<p>Main access doors to all buildings are accessible</p>	<p>The entrances to the main school and sixth form have disabled access arrangements.</p>	<p>Install accessible external doors to all buildings on a rolling programme.</p>	<p>In place (practice under constant review)</p>	<p>Director of Enterprise and Community</p>	<p>Principal</p>
<p>All fire exits to have level egress from the buildings</p>	<p>Small slopes have been installed to all science labs in the south block without low thresholds.</p>	<p>Install ramps to make level egress on all fire exits on a rolling programme.</p>	<p>In place (practice under constant review)</p>	<p>Director of Enterprise and Community</p>	<p>Principal</p>
<p>Meet the needs of all visually impaired students, staff, parents and visitors to the school.</p>	<p>Additional external lighting has been installed at key areas to aid movement across the site at night.</p> <p>Fire notices have been made clearer.</p> <p>An on-going programme to replace classroom projectors to improve</p>	<p>Review classroom colour schemes, using colour contrasts for better definition of space.</p> <p>Review signage and corridor markings.</p> <p>Continue rolling programme of</p>	<p>In place (practice under constant review)</p>	<p>Director of Enterprise and Community</p>	<p>Principal</p>

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	visibility of electronic displays in classrooms has commenced.	replacing projectors.			
External surfaces between middle and south block are accessible for all and do not present a trip hazard.		Improve external surfaces between middle and south blocks.	In place (practice under constant review)	Director of Enterprise and Community	Principal
Attitudes and Perceptions					
To promote positive attitudes to disability.	PSHE Curriculum. Display boards.	Involve local disability groups in assemblies and visits to school. Regular items for Principals' Newsletter highlighting achievements of students, including those with disabilities.	In place (practice under constant review)	Head of PSHE SENCO	Assistant Principal, Staff and Student Welfare
Staff					
Promote equality of opportunity for staff	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability. Arrangements in place for equality of provision for disabled staff cover recruitment, professional duties, participation in extra-curricular activities & staff development.	Work with Union representative to review attitudes and equality of opportunity for all staff. Staff well-being committee to monitor and review attitudes and equality of opportunity for all staff.	In place (practice under constant review)	Director of Enterprise and Community Personnel Assistant	Principal