



Wilson Stuart School

A Special Academy



ACCESSIBILITY PLAN

Date adopted: December 2023

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Aims of the Accessibility Plan

This plan outlines how Wilson Stuart School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	All trips currently need to be funded by parents due to school finances, though pupil premium individual funds can be used where necessary	TE & ND	Ongoing	All pupils can attend school trips	As part of educational Visits Policy Review and Pupil Premium expenditure review
Medium term	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	Parents & Students asked in annual reviews to identify any additional access issues they are aware of	ED	Spring 2024	Parents & Students feel there are no barriers to learning at Wilson Stuart	As part of the annual review process
Long term						

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Is accessible signage used, throughout the setting's environment, at all activities and events?	There is very little directional signage in school and we will need to research if additional signage is required	DH & CS	Spring 2024	Additional signage which is accessible and tactile added to the school buildings	As part of the annual Accessibility Audit
Short Term	Are ramp surfaces slip resistant?	Tomkinson Tower ramp needs further non slip materials now it has aged	CS	January 2024	Tomkinson Tower can be used all year round	Annually in the winter to check ramp grip and texture

Short Term	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	We will look at increasing the size of the evacuation maps to A3 for all rooms	RT	January 2024	Larger evacuation maps in all rooms	
Short Term	Can the emergency call system in toilets be operated from floor level?	Adapted toilet by Primary Hall pull cord needs extending to floor but all other cords are to floor level	DH & CS	Spring 2024	All pull cords reachable from floor level	Ensure any new toilet facilities have floor level cord pulls. Cord pulls tested weekly
Short Term	Is the building equipped to provide hearing assistance?	Consult RH (deaf member of staff) to get feedback on the facilities	SP & RH	Spring 2024	Act on advice from RH and make the building more user friendly for people with hearing impairments	Any new facilities developed are done in collaboration with RH
Medium term	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	Staff supervision is required for ambulant pupils and more research will be	DH & CS with support from JG at PS	Summer 2024	Add additional markings which are VI friendly around school	As part of annual premises audit in H&S review group

		completed through consultation with Priestley Smith				
Medium Term	Can the door furniture/handles be easily operated/grasped?	It would be difficult to change all door handles to meet the needs of all of our students, but those who can't open doors would have support where required	DH & CS	Summer 2024	Door handles are appropriate for all students who move around school independently	Review handles required when new students arrive each September
Long term	Are calm low sensory areas available in the setting?	There may be a need to have further deregulation rooms for some students	DH & CS	Build into 2023-2028 Redevelopment plan	Deregulation spaces available throughout school	As part of annual premises audit in H&S review group
Long Term	Is any server/counter accessible to all users, including those with hearing impairments?	Counters will be reviewed for people in wheelchairs and for those with hearing impairments	DH & CS	Build into 2023-2028 Redevelopment plan	All counters accessible for wheelchairs and people with hearing impairments	As counters are replaced throughout school they will be adapted and made more accessible

		as they are replaced				
Long Term	Is car park adequately lit?	Route from Sixth Form Centre to Staff Top Carpark needs further lighting	DH & CS	Sept 2024	Alternative routes are available but some lighting to be put on outer walls in this area	All car park lighting to be checked and reviewed annually
Long Term	Is approach and car parking identified by visual, audible and tactile information?	We will need to research what is required, but this has never been an issue raised previously	DH & CS	Sept 2024	Appropriate visual, audible and tactile information in place	Reviewed when any additional building work is completed
Long Term	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	We need to establish what tactile signage we can add to the school and what impact it would have for our learners	DH & CS	Sept 2024	Appropriate visual, audible and tactile information in place	Reviewed when any additional building work is completed

<p>Long Term</p>	<p>Are Reception, Assembly rooms and meeting rooms fitted with an induction loop?</p>	<p>We do not have plans currently to install a hearing loop, but it can be added to our facilities development list</p>	<p>DH & CS</p>	<p>Sept 2024</p>	<p>Induction Loop installed in Reception, Halls and Meeting Rooms</p>	<p>Review when the need arises and funds are available</p>
<p>Long Term</p>	<p>If the door is power-operated does it have visual and tactile information?</p>	<p>Power doors are fob activated and do not need tactile information with our current staffing needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Long Term</p>	<p>Are ramps and steps adequately lit?</p>	<p>The external ramp to the forest school will not be used in the dark</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Is everyone in your setting aware of the Equality Act 2010?	Training in Jan 2024 for all staff / add to induction PowerPoint	SP to allocate time and add to induction and SHa to deliver	January 2024	Staff aware of the implications of the Equality Act 2010	Built into induction programme
Short Term	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	Published on website, but we will also make hard copies available if requested	PK	January 2024	Paper copies can be printed in Reception for parents if required	Latest version of Accessibility Plan is always on website so it can be printed off at any time

Short Term	Is information available in a variety of languages?	Website does not have translate feature currently. We have just piloted a WEDUC translation module which will become fully available in 2024	RT & AD	Spring 2024	Website and WEDUC messages are fully translated into all languages required by our parents	Once system in place, no need to review unless additional languages are required
Medium term	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	We will send our new Accessibility Plan a part of a family survey in 2024	SHa	Spring 2024	Family feedback used to update Accessibility Plan	Nov 2024
Medium Term	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and the Local Offer	Birmingham SENDIASS has been in a position of significant change over the last 12 months. When it has settled back into an effective service, we will begin promoting it again on our website alongside the Local Offer link	TE	Spring 2024	Link to SENDIASS on school website when the organisation is fully operational	Link will remain live so no need for review

Medium Term	<p>Is information available in a variety of formats including:</p> <ul style="list-style-type: none"> - 'easy read' - large print - symbols - audio? 	<p>In school information is presented in the appropriate format for students, but we need to improve in this area for parents and will create a plan to establish which key documents need to be available in different formats</p>	RP	Spring 2024	<p>Key documents will be available online and in paper form in a variety of accessible formats</p>	<p>Further documents required to be reviewed annually</p>
Medium Term	<p>Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?</p>	<p>Parent & Student website consultation in 2024 in relation to ease of access to key information</p>	RP & RT	Spring 2024	<p>Any feedback in relation to access is implemented on the website</p>	<p>Reviewed annually to check website remains fully accessible</p>
Long term	<p>Are pupils/students involved in the recruitment of teaching assistants and other school staff?</p>	<p>Students currently involved in Senior Leader appointments, but we are planning to have pupil panels for Teachers and TAs moving forward</p>	SP	<p>Appointments for 2024/25 onwards</p>	<p>Students have an input in all recruitment into child facing roles</p>	<p>Ongoing</p>
Long Term	<p>Do you signpost families without the internet to One Stop Shops and libraries to access</p>	<p>We have not had a need to do this so far but if requested, our family support team would signpost</p>	PK	<p>If required</p>	<p>Families directed if required</p>	<p>Ongoing</p>

	information and the Local Offer?	parents to local facilities				
Long Term	Are there large-print versions of information about the building/activities available?	Review of key information documents by Priestley Smith staff	SP & JG	Sept 2024	Key information is presented in larger print versions	Review whether any new information documents need larger print versions as they are created
Long Term	Is there braille information available for people with visual disabilities?	Review of key information documents by Priestley Smith staff	SP & JG	Sept 2024	Key information is presented in braille when required	Review whether any new information documents need braille versions as they are created