Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.

Contents

1. 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Academy Councillors of the school.

2. 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.

This policy complies with our funding agreement and Articles of Association.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Our teachers and teaching assistants have the necessary training to teach and support disabled pupils, teachers and TA's undergo training with the SENCO and attend relevant courses	Ensure the curriculum can be accessed by all pupils	Check timetables and resources are not a barrier to any individual or group's access to the curriculum Further training may be required as pupils needs change Any future plans for further development of classrooms take DDA issues to account. Redecorating work is sympathetic to pupils with sensory needs Class review prior to the	SENCO SENCO, external support SENCO and specialist support	As required As required As required	Disabled pupils feel well supported and can access all aspects of the curriculum Academy building continues to be accessible for all and provides a productive environment for all End of year results and progress made by pupils Pupils leave the academy with a good understanding Pupils are able to access the curriculum through a variety of

	Our classrooms are optimally organised for disabled pupils. Ashfield Academy carried out a survey in April 2014 to confirm this and termly health and safety walks identify any concerns . Lessons provide opportunities for all pupils to achieve this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks Lessons are responsive to pupil diversity our curriculum policy demonstrates this Lessons involve work to be done by individuals, pairs, groups and the whole class this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks All pupils are encouraged to take part in music, drama and physical activities . These activities are built into the curriculum, specialised teachers are brought in for music and PE. Designated		start of each academic year to ensure appropriate provision for disabled pupils	Class teacher with SENCO support	August/ September	different learning styles Pupils have the opportunity to access all areas of the curriculum All pupils access all aspect of the curriculum and examinations All pupils access, experience and develop an understanding of physical education and exercise All pupils are able to access school visits and experiences All pupils achieve to their full potential and have access to the full curriculum

	space created for drama and music. All staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading. Teachers have attended HI training and have access to IT equipment to support, i.e. iPads. Extra time and the use of scribes are requested during exams All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work. Teachers meet with the SENCO to discuss individual pupil needs regularly and are trained on techniques to support pupils and in particular how IT can support Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example our sports coach adapts PE accordingly and teachers adapt daily boost				

	Provision is provided for pupils to access computer technology and individual IT equipment is provided for those pupils that require it. In class staff use laptops, iPads and visualisers School visits are made accessible to all pupils irrespective of attainment or impairment with individual risk assessments completed where necessary and additional staff provided High expectations are expected of all pupils this is evidenced through pupil progress notes and our behaviour policy Staff seek to remove all barriers to learning and participation, planning and assessment moderations, learning walks, PM observations and work/book looks demonstrated this.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps	To identify areas which pose greater risk of incident to our VI pupils	Ensure disabled parking bay is kept free for blue badge holders only.	Office staff	Ongoing	All pupils able to access all areas of the academy

	• Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height The size and layout of areas - including all academic, sporting, play, social facilities; classrooms, hall, library, and playgrounds allows access for all pupils. These areas were checked for accessibility to all pupils as per the Ashfield Academy survey April 2014 and termly health and safety walks. Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers evidenced in the Ashfield Academy survey April 2014 and checked termly during the health and safety walk. Pathways of travel around the school site and parking arrangements are safe, routes are	or those with physical difficulties.	Reminders to be sent out to parents in newsletters and those who use the parking bay challenged if they are not a blue badge holder Continue weekly fire call point checks and termly fire drills Specialist items are to be purchase when required	Primary Site Manager BOM and SENCO	Ongoing As required	All pupils are safe when traveling around the school site All pupils are safe and are aware of emergency and evacuation systems All pupils are safe and are in the most productive environment for learning

| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:

• Internal signage

• Large print resources

• Braille • Induction loops

• Pictorial or symbolic representations

We provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information . We work closely with the Vision support team for large print books and learning materials which includes teaching Braille to identified individuals

We ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams . Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them. | Identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information. | Provision map written indicating a) Formats which need changing. b) Strategies needed to do this. Support Services consulted for advice. Students opinions are taken into account. | All staff SENDCo | Ongoing | Pupils and families who have difficulty with standard forms of printed information being able to access the information they require in a suitable format.

All pupils access all aspect of the curriculum

All employees are able to assist pupils with disabilities using the appropriate technology and practices |

	We have the facilities such as ICT to produce written information in different formats and ICT is used daily to support all pupils needs We ensure all relevant employees are familiar with technology and practices developed to assist people with disabilities. Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them. Training is provided where appropriate .				

4. 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 Board on behalf of the Trust, and the Principal on behalf of the school.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 (accessible to pupils) 2 (accessible to staff)	General maintenance- daily basis	Site Manager	Daily
Corridor access	4	Keeping corridors clear so that all children of all needs can access the building	Site Manager	Daily
Lifts	0		Site Manager	
Parking bays	1 disabled	Ensure people are parked in correct bays	Site Manager	Daily
Entrances	6 for the school building and an additional 5 in classrooms	Ensure they are accessible to all	Site Manager	Daily
Ramps	2	Ensure the ramps are fit for purpose with no obstructions on	Site Manager	Daily
Toilets	1 disabled 7 in total	General maintenance- daily basis	Site Manager	Daily

Reception area	1 reception area on ground level	General maintenance- daily basis	Site Manager	Daily
Internal signage	Clear signs	Ensure the signs are clear	Site Manager	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	Site Manager	Daily for escape routes, weekly for fire alarm

Appendix 2: Specialist equipment checklist for schools with DSPs

Internal/external area or room checks should include:

1. Finger guards in place.

2. Access control working.

3. Any CCTV in place is working ad stickered to show that persons are being recorded.

4. Radiators and hot pipes are suitable for the environment and not a burn risk.

5. Fixture, fittings & equipment are in a safe useable condition for that age user.

6. Windows have opening restrictors on them.

7. Play equipment is suitable for the age and need of the current users.

8. Suitable risk assessments are in place that cover needs as a whole and individual. These to include as a minimum:

    a. Classroom RA
    b. Open/play area RA
    c. Individual need RA
    d. Activity RA such as cooking/building etc

9. Perimeter boundary off play area/buildings is suitable and does not pose a risk.

10. Suitable Evacuation or Invacuation procedures are in place and practiced for the current users.