



## GREENWOOD DALE FOUNDATION TRUST

### ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from September 2016 – September 2019.
2. We are committed to providing a fully accessible environment which values and includes 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 culture of awareness, tolerance and inclusion.
3. Greenwood Academies Trust plans, over time, to improve the accessibility of provision for all students, staff and visitors. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
  - 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 the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **aids and equipment**, which may assist disabled students in accessing the curriculum.
  - Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. This will include hand-outs, time-tables, textbooks and information about the Academy and its events.
  - Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
4. The following action plans relate to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff, trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

- Academy Improvement Plans
- Asset Management Plan
- Admissions Policy
- Anti-Bullying Policy
- Communications with Parents and Carers Policy
- Equality for Pupils Policy
- Health and Safety Policy
- Health & Safety of Pupils on Educational Visits
- Medical Treatment of Pupils Procedure
- Promoting Pupil Welfare Policy
- Pupil Behaviour and Exclusions Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy

7. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health & Safety Team. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.
9. The Academy's Complaints Procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
11. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT Finance and General Purposes and Advisory Council committees.
12. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

## Improving Curriculum Access at Ingoldmells Academy

All Greenwood Trust Academies have in place a variety of access arrangements (see 'Disability Access Provision' Page 6/7 below)

### Equal Opportunities practices should be evident in

- the formal curriculum (the programme of lessons);
- the informal curriculum (extra-curricular activities);
- the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Access to written information for pupils with dyslexia.	Install the 'Virtual Ruler' to Academy network so that it is accessible by all students and staff and can be overlaid on any programme. Continue to implement QfT dyslexia friendly strategies and recommendations made by the Specialist Teaching Team.	July 2017	£99.00
2	Access to written information for pupils with dyslexia, pupils with ASD and moderate learning difficulties and pupils with English as an Additional Language.	Review current provision for these named groups of pupils. Ensure printed materials can be accessed by peer support, additional adult support and differentiation by task within lessons.	March 2017	Nil
3	Access to alternative methods of recording for pupils with identified additional needs where appropriate.	Ensure alternative methods of recording are available (e.g. recording using mind maps, pictures, use of IT, specific IT programmes as required) or peer/adult scribing.	March 2017	Dependent on recommended resources as required.
4	Ensure CPD Training Plan covers the full range of disabilities represented in the Academy.	Provide training sessions for all appropriate staff as required.	July 2018	Dependent on cost of specific training courses.
5	Optimise access to all Academy trips and extra-curricular activities for all disabled pupils.	Review all out-of-Academy provision to ensure compliance with legislation. All out-of-Academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	July 2018	Staff time (meetings with Martin Waring / OVC's in school and activity facilitators)

### Improving the Delivery of Written Information at Ingoldmells Academy

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Improve access to all written information for pupils and parents/carers with EAL.	Brochures/newsletters/Academy website are checked for accessibility at an appropriate level of literacy. The translator program is to be installed onto the website. A translator is provided where necessary for meetings etc. for families with EAL.	Sept. 2017	
2	Improve access to all written information for parents/carers with Learning Difficulties.	Brochures/newsletters/school website are checked for accessibility at an appropriate level of literacy. Information is communicated verbally too.	Sept. 2017	
3	Ensure access to curriculum texts for students with visual impairment.	Review curriculum materials and visual aids i.e. distance camera and adjust provision accordingly. Seek advice from Sensory Impaired Service and services provided by RNIB.	As required in response to individual needs.	
4	Improve access to all written information for pupils and parents/carers with visual impairment.	Review documentation with a view of ensuring accessibility for students with visual impairment Seek advice from Sensory Impaired Service on alternative formats and use of IT software to produce customized materials.	Sept. 2018	
4	Improve access to all written information for students with communication difficulties e.g. those with ASD, pupils with speech and language difficulties.	Explore software for generating visual timetables etc e.g. WIDGET.	Sept. 2018	

# Physical Accessibility Plan for

## Ingoldmells Primary Academy Geoff Slade 30.10.2016

### Introduction

*Greenwood Academies Trust's aim is to improve the physical environment of its academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided*

This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust Board, pupils, parents, staff and Advisory Councillors of the Academy and covers the period from November 2016 – October 2019.

1. We are committed to providing a fully accessible environment which values and includes all pupils, 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 culture of awareness, tolerance and inclusion.

2. The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:

- Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include hand-outs, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.

3. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff, Trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. This Accessibility Plan should be read in conjunction with the relevant sections of the following documents:

- SEN and Disability Policy
- Admissions Policy

- Pupil Behaviour and Exclusions Policy
- Every Child Matters
- Organisation of Pupil Learning
- Education Brief
- Academy Improvement Plans
- Academy Brochures
- Asset Management Plan

6. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.

7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.

8. The Academy Brochure will make reference to this Accessibility Plan.

9. The Academy's Complaints Procedure covers the Accessibility Plan.

10. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).

11. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP.

12. The Academy will work in partnership with all stakeholders in developing and implementing this plan.

13. The Plan will be monitored by Ofsted as part of their inspection cycle.

## Resources

Building Bulletin 102: Designing for disabled children and children with special educational needs.

Building Bulletin 103: Area guidelines for Mainstream Schools

Approved Document

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/540330/BR\\_PDF\\_AD\\_M1\\_2015\\_with\\_2016\\_amendments\\_V3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf)

M

Gov.UkFire

Safety

Risk

Assessment-

Escape

for

Disabled

People

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/422202/9446\\_Means\\_of\\_Escape\\_v2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf)

LABC

Building

Regulations

in

Practice

-

Accessible

Toilets

by

David

Spooner

<http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf>

## Action summary Physical accessibility

No	Issue	Legislation	Action	Responsible Person	Completion date
1	<p>Disabled parking bay:</p> <ul style="list-style-type: none"> <li>• markings are faded</li> <li>• no sign indicating disabled only space</li> </ul>	DCAN 11 Equalities Act 2010 – Inclusive Mobility Guidance	<p>Re-mark bay lines, wheelchair symbol and cross hatching in yellow.</p> <p>Bay should be a minimum of 4800mm long x 2400mm wide with an additional hatched area 1200mm wide on both sides and at the rear of the bay.</p> <p>A raised sign is required at the head of the bay to ensure that if the road markings are obscured the purpose of the bay is still apparent.</p> <p>Markings should be checked regularly and re-marked if worn/damaged</p>	Paula Maycock	31.3.2017
2	Hearing loop not deployed	Equalities Act 2010, BS7594	Hearing loop purchased but not installed. This and the associated sign should be installed at the main reception NB	Paula Maycock	Completed whilst on site
3	Accessible toilet. Flush handle fitted on wrong side making it difficult or impossible for a wheelchair user to flush the toilet	Approved Document M and LABC	Relocate flush handle to open side of cistern	Paula Maycock	31.3.2017
4	Hygiene Room. WC is adult height accessible i.e. 470m. This is too high for primary school pupils and will restrict their independence.	Building Bulletin 102 BS8300	<p>The WC should be replaced with an age appropriate fitting (height approx 420mm to top of seat) to enable mobility-impaired children to use the WC unaided if possible.</p> <p>There are no mobility impaired pupils currently at the school. This work can be deferred until such time that the academy is notified that a mobility-impaired pupil will be joining the academy.</p>	Paula Maycock	As and when required

# Mobility Impairment



## Circulation routes

There is level access into the academy from all sides of the building.

The car park surface is even with no holes and designated accessible parking spaces.

Joints between surfaces and pavers are not more than 5mm wide.

Inspection chamber covers and service inspection chambers are flush with the surface.

A designated accessible parking space is available with dropped kerbs and level access to pedestrian walkway. The markings identifying the space have faded and need refurbishment. In addition a disabled parking space sign is required, this should be fixed to the fence at a point level with the centre of the designated space.

Pedestrian gates/entrances onto the grounds have a min clear opening width of 850mm

## RAMPS

There is a ramped approach to the side of the building. The gradient is up to 1:12 - not more than 5m long

- Has a clear width of 900mm
- Has a top and bottom landing
- has an intermediate landing provided between flights and at any change of direction
- Every landing is a minimum of 1200mm long, clear of the swing of any door or gate
- Has kerb/ edging min 100mm high
- Handrails set at 900-1000mm height

## STEPS AND STAIRS

Steps are uniform with a step of between 150-170mm and a going of 250-425mm and have a minimum width of 900mm; landings are provided at the top and bottom with a min length of 900mm

Every flight with three or more risers has a suitable handrail to one side and to both sides where flight is wider than 1000mm to aid those with mobility impairment.

Handrails are continuous across flights and landings, easy to grip, and provide good forearm support for those unable to grip and coated where necessary to ensure they are not cold to the touch,

## COMMUNAL ENTRANCE AND RECEPTION AREAS



The entrance door has a minimum width of 775mm with a flat threshold that does not impede wheelchair access. An emergency exit (green break glass) button is fitted to the wall adjacent to the entrance door. The mounting height complies with the relevant legislation.

The reception lobby is wide enough to accommodate a wheelchair user and their companion.

The reception counter does not meet current standards with regards to width, height and there is no knee recess. However, alternative arrangements for wheelchair users can be made available in a small office off the central hub.

## **DINING AREAS**

There is suitable access to and from and within the dining area, allowing those with a mobility impairment to move around.

Suitable dining furniture is available for wheelchair users and allows interaction between all pupils and staff whilst dining.

## **Classrooms**

Classrooms with a final exit have a wide door with level access or a ramp for ease of exit in an emergency.

Circulation space is not suitable in all classrooms but as furniture is not fixed the layout can be changed to accommodate wheelchair users and others with a mobility impairment

There is a level or ramped emergency escape available from all classrooms

## **Accessible WCs**

An accessible WC is available for staff with a separate facility in the hygiene room for pupils. There is sufficient wheelchair manoeuvring space outside and within both facilities.

The toilet in the adult accessible WC complies with the guidance re height and projection; the toilet in the hygiene room is 470mm high i.e. adult height accessible (see section below regarding remedial action).

The flush lever on the adult accessible toilet cistern is on the wall side. Flush levers should be on the open side so that they are accessible to a wheelchair user and of a design e.g. spoon shape that enables a user to operate the lever using their closed hand, elbow, chin etc.

The basin and its tap, soap and drying facilities can be reached whilst seated on the toilet. This allows a user to clean their hands before getting using their wheelchair or walking aid avoiding them soiling their equipment with their hands.

The ceiling pull switch is located so that it can be operated from the toilet and from an adjacent floor area, the switch has two G pulls, one set at a height between 800 - 1000mm and the other set 100mm above floor level.

## **Hygiene room**

A specialist hygiene room is available with space for assistants to change a pupil. The room contains an accessible shower, changing bed and accessible toilet. The toilet is adult height and should be replaced with an age appropriate fitting as required by DfE guidance. Given the age range at the academy a standard adult height WC i.e. approx. 420mm high should be installed.



## Visual Impairment

### LIGHTING AND CONTRAST

Lighting is suitable and sufficient in all areas. Light levels through different rooms and levels are equal and the light sources do not create unnecessary shadows (shadows can create optical illusions).

Glare is avoided from shiny or glossy surfaces and walls, floors and doorways are of contrasting colours.

The colour scheme is simple and the number of colours used is limited. Sockets, switches and door-handles are of a contrasting colour and there are manifestations across glass doors.

### CIRCULATION ROUTES

A blind person using a long cane or with an assistance dog needs a walkway measuring at least 1100mm. A visually impaired person who is being guided needs a width of at least 1200mm. All external areas and the majority of the main circulation routes are at least 1100mm wide.

Contrasting nosings are provided on each step's tread and riser, to help visually impaired people identify the location of the steps, these should be 55mm wide across the whole width on at the front of the tread and top of the riser. Nosings must be regularly maintained e.g. cleaned, repainted, replaced to ensure that they are still easily visible

Tactile warning surfaces are incorporated at the top and bottom of external steps. These textured surfaces are used by the visually impaired to detect when there may be change in level or where pedestrian and vehicular routes may cross

Handrails are easily distinguishable from the background through the use of good visual contrast and have features to prevent guide dogs from walking under the rails, but with sufficient openings between vertical members to ensure that children and wheelchair users can see, and be seen, through the railings. Handrails should be of a material that is not cold to the touch when temperatures are low.

Unobstructed height above a pedestrian way is also important, especially for visually impaired people. This should be a minimum of 2300mm for a solid object e.g. ceiling, beam etc.

Where a sign/display e.g. artwork is suspended over a walkway a minimum clearance of 2100mm is acceptable.

Where trees overhang a walkway it is advisable to cut them back to at least 3000mm clear height to allow room for regrowth

## Hearing Impairment



A fixed hearing loop is available at reception.

Hearing loops are not installed in other parts of the building but a portable loop/s will be purchased as and when required.

Visual alarms e.g. beacons where fitted are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention

Visual alarms (beacons) are in use in where those with hearing impairment might be alone, e.g. accessible toilets

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### Disability Access Provisions

All students with Disabilities attending academies sponsored by the Greenwood Academies Trust will be appropriately supported to access the full curriculum offered to all mainstream pupils. The Access Arrangement will be named on the Whole Academy or Individual Provision Map. The following table records the range of support available according to individual needs.

Code	Disability Description/ Problem	Access 1 mentor	Access 2 classroom support	Access 3 buddy	Access 4 transition programme	Access 5 reader	Access 6 writer	Access 7 physical aid	Access 8 coloured overlay/ ruler	Access 9 virtual ruler	Access 10 curriculum differentiation	Access 11 small group	Access 12 desk location
AUT	ASD/Asperger's	√	√	√	√	√	√		√	√	√	√	√
BEH	Behaviour	√	√	√	√				√	√	√	√	√
COMM	Communication	√	√	√	√	√	√		√	√	√	√	√
CON	Consciousness	√	√	√	√				√	√		√	√
DDA	Palliative care	√	√	√	√	√	√	appropriate seating etc			√	√	√
EAT	Eating & drinking	√		√	√							√	
HAND	Hand function	√	√	√	√		√	hand support			√	√	
HEAR	Hearing	√	√	√	√			hearing aid/ radio mic.			√	√	√
INC	Incontinence	√	√					spare clothing				√	√
LD	Learning	√	√	√		√	√		√	√	√	√	√
MED	Medication	√										√	
MOB	Mobility	√	√	√	√		√	appropriate aids e.g. standing frame			√	√	√
OTH	Other Disability/ health problem	√	√	√	√	√	√				√	√	√
PC	Personal care	√	√		√							√	√
VIS	Vision	√	√	√	√	√	√	Distance camera/ magnified screen	√	√	√	√	√

**Disability Access Provisions contd.**

Code	Disability Description/ Problem	Access 13 classroom pass	Access 14 staff training	Access 15 1-1 programme	Access 16 External Agency planning/advice	Access17 break club	Access 18 lunch club	Access 19 mealttime support	Access 20 administered meds	Access 21 Restoratative Counselling	Access 22 extended opportunities	Access 23 Physical Access
AUT	ASD/Asperger's	√	√	√	√	√	√	√	√	√	√	
BEH	Behaviour	√	√	√	√	√	√	√	√	√	√	
COMM	Communication		√	√	√	√	√	√		√	√	
CON	Consciousness	√	√	√	√	√	√	√	√		√	
DDA	Palliative care	√	√	√	√	√	√	√	√		√	
EAT	Eating & drinking	√	√	√	√	√	√	√	√		√	
HAND	Hand function		√	√	√			√			√	
HEAR	Hearing		√	√	√	√	√				√	Visual signals to augment audible signals
INC	Incontinence	√	√	√	√			√	√		√	Accessible Toilets
LD	Learning		√	√	√	√	√	√		√	√	
MED	Medication	√	√	√	√	√	√	√	√		√	
MOB	Mobility	√	√	√	√	√	√	√			√	Ramps, lifts, chair lifts As appropriate
OTH	Other Disability/ health problem	√	√	√	√	√	√	√	√	√	√	
PC	Personal care	√	√	√	√	√	√	√		√	√	Accessible Toilet, Medical Room
VIS	Vision		√	√	√	√	√	√			√	

Updated September 2016