



GREENWOOD ACADEMIES TRUST

Physical Accessibility Plan for
Danesholme Infant
Academy

Improving the physical environment of academies to enable those with disabilities to take better advantage of education, facilities and services provided

Carol May
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Introduction

1. This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust Board, pupils, parents, staff and Advisory Councillors of the Academy.
2. 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.
3. 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:
 - a. 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.
 - b. 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, equipment and technology, which may assist disabled pupils in accessing the curriculum.
 - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include online and electronic media, handouts, 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.
4. 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.
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:
 - SEN and Disability Policy
 - Admissions Policy
 - Pupil Behaviour and Exclusions Policy
 - Academy Improvement Plans
 - Academy Brochures

7. 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.
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 Brochure will make reference to this Accessibility Plan.
10. The Academy's Complaints Procedure covers the Accessibility Plan.
11. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
12. 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.
13. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

Resources

Building Bulletin 103: Area guidelines for Mainstream Schools

Approved Document M
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf

Gov.Uk Fire 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

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

No	Issue	Action	Responsible Person	Completion date
1.	There was no hearing loop available at the front desk	Install hearing loop and sign at reception. A portable loop e.g. http://www.sarabec.com/la90-portable-loop-system/p778 would be satisfactory and would provide flexibility if other parts of the site is being used. Ensure signage is in place and staff is trained in its use	The Principal	01/09/21
2.	The front counter has not been set to an appropriate width & height,	Future improvements to the front entrance should incorporate appropriate height and width with adequate knee recess for a wheelchair user.	The Principal	01/09/21
3.	Adjustable height desks and workbenches are not available for use by those with limited mobility,	Recommend purchasing height adjustable furniture as and when required	The Principal	As and when required
4.	Some classrooms with a final exit door have a stepped access to outside which may prove difficult for those in a wheelchair.	A ramp may be needed if and when a person with a mobility disability is employed or taught at the academy.	The Principal	As and when required
5.	There are two accessible WCs available in the academy, one being accommodated within a hygiene room in the front foyer. The second in the "Jack and Jill" area between EYFS classrooms. This second WC is set at adult height and would not be suitable for KS1 children.	As and when this is required the toilets may need to be adapted to ensure the following is in place. <ul style="list-style-type: none"> • Accessible WC in EYFS/KS1 should be of suitable size for the early year's children to use. (WC with seat height between 300-350mm. Grab rail height to 100-150mm above the seat height and 300-400mm from the centre of the seat) 	The Principal	As and when required

Physical accessibility

Mobility Impairment



Circulation routes

Someone who does not use a walking aid can manage to walk along a passage way less than 700mm wide, but just using a walking stick requires greater width than this; a minimum of 750mm. A person who uses two sticks or crutches, or a walking frame needs a minimum of 900mm, a wheelchair user and an ambulant person side-by-side need 1500mm width.

There is level access into the academy from the front and rear of the building.

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.

Designated accessible parking spaces are available with drop kerbs and level access to pedestrian walkway.

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

RAMPS

There is a temporary ramp installed at the final exit to the main hall to allow for emergency egress for wheelchair users.

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

The stairwell has a suitable handrail to one side to aid those with mobility impairment.

Handrail is:

- continuous across flights
- easy to grip, and provides good forearm support for those unable to grip,
- extends a minimum 300mm beyond the top and bottom step and have closed ends.

COMMUNAL PASSENGER LIFT

One lift is available for access to the staffroom on the first floor.

Lift alarm tested weekly

Clear landing min 1.5m long and 1.5m wide in front of lift at every level

Door has a clear opening width of 800mm

Car is min 900mm wide and 1250mm deep

The lift doors are operated manually and the lift only operates when the door is closed Landing and car controls are between 900mm and 1200mm above the car floor.

Evac chair is available, with a current service certificate, for easy egress in emergencies.

COMMUNAL ENTRANCE AND RECEPTION AREAS

Main entrance door width is 800mm, (meets minimum of 775mm)
Threshold is accessible (does not impede wheelchair access)
Reception lobby is wide enough to accommodate a wheelchair and companion.

DINING AREAS

Access to and from the dining area is suitable width for those with mobility impairment to move around.
Furniture is suitable for use for those in a wheelchair and allows interaction between all pupils and staff whilst dining.

Classrooms

One classroom with a final exit door has a stepped access to outside which may prove difficult for those in a wheelchair. A ramp may be needed if and when a person with a mobility disability is employed or taught at the academy.
Routes around the classroom are accessible.

Accessible WCs

One accessible WC available for staff use
Sufficient manoeuvring space outside the door to the WC –1.5m x 1.5m should be regarded as the minimum and within the WC for wheelchair to turn around.
Height of toilet is 480mm and projection is 750mm

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.

Visual Impairment



Lighting and contrast

Lighting is suitable and sufficient

Lighting is activated by sensors

Light sources do not create unnecessary shadows (shadows can create optical illusions)

Glare is avoided from shiny or glossy surfaces

Light levels through different rooms and levels are equal Walls, floors and doorways are of contrasting colours.

Colour scheme is simple and number of colours used is limited

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.

Unobstructed height above a pedestrian way is also important, especially for visually impaired people. This should be a minimum of 2300mm. There was nothing overhanging within a walkway that would pose an obstacle for a visually impaired person.

Hearing Impairment



Visual alarms (beacons) are in use in where those with hearing impairment might be alone, such as accessible WC

Visual alarms such as beacons are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention

Curriculum accessibility

Improving Curriculum Access at Danesholme Infant Academy

All Greenwood Trust Academies have in place a variety of access arrangements (see ‘**Disability Access Provision**’)

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, SMSC, the quality of personal relationships etc.)

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.1	<p>Increase confidence of teaching staff in differentiating the curriculum.</p> <p>Develop consistent approach to differentiation.</p>	<p>Undertake audit of staff training needs on curriculum access.</p> <p>Develop relevant training. CPD opportunities.</p> <p>Assign professional development sessions to training identified needs (e.g.) dyslexia, differentiation, alternative recording.</p> <p>Collate ideas about different methods of recording from Teachers and external agencies, such as Special Needs Support Service.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO/Principal</p> <p>SENCO/Principal</p> <p>SENCO Teachers</p>	<p>Raised confidence of staff in strategies and differentiation and increased pupil participation.</p>

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.2	Ensure that all children have access to the curriculum regardless of their disability.	<p>Adaptations to activities where necessary to enable every child in a class to access them.</p> <p>Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (eg. coloured backgrounds, visual and kinaesthetic resources, support materials etc.)</p> <p>Refer to and take advice from external agencies about provision required for specific children.</p> <p>Hearing loops for hearing impaired children and adapted equipment and learning environment for visually impaired children where recommended.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p> <p>Use of technological aids, such as Immersive Reader to support children as required.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As and when required</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO Speechlinks Co-ordinator. Teachers</p> <p>TAs</p>	All children will be able to access the curriculum and show progress with learning regardless of their disability.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.3	Ensure staff have access to training on specific learning/disability issues.	<p>Use staff audit to identify training needs.</p> <p>Staff to access CPD courses relevant to the needs of the children within the setting.</p> <p>Staff have relevant access to training on specific learning/disability issues affecting children they work with, such as Smartlog and the MEC.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	SENCO/ Principal	Raised confidence and skills of staff to deliver specific intervention needs.
2.4	Ensure all staff are aware of children with specific learning needs/disabled children's curriculum access.	<p>Staff differentiate the Curriculum Plans for children with specific learning needs.</p> <p>Identification on main data tracking system.</p> <p>Set up a system for information to be shared with appropriate staff.</p>	<p>By Need</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO Individual Teachers</p> <p>Teachers</p> <p>SENCO</p>	<p><u>All staff</u> aware of an individual pupil's access to the curriculum needs.</p> <p>Staff able to access the SEN file on DIA Primary for electronic copies of paperwork.</p> <p>Files relating to specific areas of SEND as outlined in SEND Code of Practice available to all staff for reference.</p>

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.5	Ensure staff are aware of, and able to use SEN resources as necessary to a child's needs.	<p>Maintain all SEN resources and make available to all staff.</p> <p>Identify gaps in provision and look at purchasing resources to fill those gaps.</p> <p>Run individual training sessions/cascade in staff meetings on use of resources.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	<p>SENCO</p> <p>SENCO /Principal</p> <p>SENCO</p>	Continued use of SEN resources in mainstream classes. Inclusion of technology.
2.6	Ensure school trips are accessible to all.	<p>Ensure all trips are risk assessed and logged in Evolve.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made <u>where possible</u>.</p>	<p>On-going By Need</p> <p>On-going By Need</p>	<p>Principal / OVC</p> <p>Staff organising the Educational Visits</p>	All children in school able to access school trips and take part in a range of activities to meet need.
2.7	Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	<p>Ensure a range of disabilities are represented in curriculum resources, displays etc.</p> <p>Ensure disability issues are discussed with the children across the curriculum and in assemblies.</p> <p>Promote awareness of disabled achievement and participation in the community e.g. Para Olympics. Seeking opportunities to get people in and/or raise awareness through international/national media.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal Teachers</p> <p>SENCo</p> <p>PSED Leader</p>	

Improving the Delivery of Written Information at Danesholme Infant Academy



Ref No	Targets	Strategies	Timescale	Responsibilities	Success Criteria
3.1	Ensure academy information materials are accessible.	Provide alternative formats for access where needed.	By need	Principal	Parents / carers feel confident in the information they have about the school.
3.2		EXTERNAL NOTICEBOARDS and website display posters and information of access to areas of support/supportive services such as the Family Support Worker, external SEN workshops.	Ongoing	Principal	Same as above
3.3	Children become more aware of their learning styles and access needs.	Encourage pupils to express their access needs and explore learning styles.	On-going	All Teachers	Children able to articulate their access needs and understand their own learning styles.