



GREENWOOD ACADEMIES TRUST

Accessibility Plan for
Hazel Leys Academy

Introduction

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

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 and covers the period from March 2017 – March 2020.
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 and equipment, 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 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.
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 on-going 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

- Every Child Matters
 - Organisation of Pupil Learning
 - Education Brief
 - Academy Improvement Plans
 - Academy Brochures
 - Asset Management Plan
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 first 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 102: Designing for disabled children and children with special educational needs.

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	Legislation	Action	Responsible Person	Completion date
1.	Communication box at entry to the school grounds is set at 1400mm above ground level.	Equality Act	Request that office staff monitor the front gate for visitors unable to reach the call panel. In the long term recommend the control is repositioned to a height of no more than 400mm from ground level	The Principal	31.08.17
2.	There is no hearing loop installed at the academy.	Equality Act	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	07.06.17
3.	It would be difficult for a visually impaired person to identify sockets, switches as they are the same colour as the wall surrounding them.	Equality Act	It is recommended that these are edged in a contrasting colour, such as the colour used for the door frames, to highlight their location.	The Principal	As and when required
4.	Unobstructed height above a pedestrian way is important for people to move around freely, especially for visually impaired people. A display hanging from the ceiling in KS1 corridor was too low; a visually impaired person may find this area confusing to move around.	Equality Act	Where a sign is suspended over a walkway a minimum clearance of 2100mm is acceptable, therefore this figure is similar where a display is to be mounted on the ceiling.	The Principal	07.06.17
5.	Adjustable height desks and workbenches	Equality Act	Recommend purchasing height adjustable	The Principal	As and

No	Issue	Legislation	Action	Responsible Person	Completion date
	are not available for use by those with limited mobility,		furniture as and when required		when required
6.	A specialist hygiene room would need to be installed as and when required.	Building Bulletin 77	When required a hygiene room should contain: <ul style="list-style-type: none"> • with a fixed/mobile hoist • space for assistants to change a pupil. • a changing bed • An accessible WC unless this is included in an adjacent accessible toilet 	The Principal	As and when required
7.	Rm 14: junior age accessible toilet will require some adjustments to be fully compliant.	Approved Document M	Recommend making the following adjustments: <ul style="list-style-type: none"> • support bars need to be of contrasting colour, • one support bar currently in the wrong place should be moved to other side of sink, • Ensure taps can be operated by the fist or arm and located on the side closest to the WC 	The Principal	As and when required
8.	Rm 8a: adult size accessible toilet will require some adjustments to be fully compliant.	Approved Document M	Recommend making the following adjustments: <ul style="list-style-type: none"> • move support bar next to sink, • change flush lever to paddle, • move hand soap and towels closer to sink. • Move mixer tap over to side nearest toilet. 	The Principal	31.08.17

No	Issue	Legislation	Action	Responsible Person	Completion date
			This action will need to be completed within the timeframe specified as the academy may receive a visitor requiring these facilities.		
9.	Nursery accessible toilet not compliant for early years however one cubicle could be converted as and when required.	Building Bulletin 77	<p>Accessible toilets in primary schools must be age appropriate. The requirements are detailed below:</p> <p>KS1 (early years 7)</p> <ul style="list-style-type: none"> • WC with seat height between 300-350mm. • Grab rail height to 100-150mm above the seat height and 300-350mm from the centre of the seat, • Basin fixed at 500mm above floor level. • All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 400-450 centres from the basin 	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 or ramped 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.

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

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is accessible (does not impede wheelchair access)

Emergency exit (green button) fitted to the inside

Reception lobby is wide enough to accommodate a wheelchair and companion.

Counter: appropriate width & height, with adequate knee recess for wheelchair user.

Classrooms

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

Access routes around the classroom are sufficient for a wheelchair user.

Accessible WCs

Accessible WC available for staff use (Rm 8a) plus separate facilities for KS2 pupils.(Rm 14) Sufficient manoeuvring space outside and within the WC for wheelchair to turn around.

Flush lever is on the open side. A user should be able to flush using a hand, an elbow, or any other part of the body. Some people do it with their chin. If it is not on the open side, it will be impossible to reach from a wheelchair.

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.

KS2 (7-11yrs) is compliant as follows:

- WC with seat height between 420-430mm.
- Grab rail height to 100-150mm above the seat height and 350-400mm from the centre of the seat
- Basin fixed at 700mm above floor level.
- All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 450-500 centres from the basin

Visual Impairment



LIGHTING AND CONTRAST

Lighting is suitable and sufficient

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.

Highlighted nosings are provided each step's tread and riser, to help visually impaired people identify the location of the steps by the nursery building, these are 55mm wide on both the tread and riser. Handrails are easily distinguishable from the background

Hearing Impairment



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

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

Curriculum Accessibility

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.)

No	Issue	Action	Responsible Person	Completion date
1.	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 (e.g. visual and kinaesthetic resources, task lists, support materials etc)</p> <p>Refer to and take advice from external agencies about provision for specific children.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p> <p>Support materials available for children with visual impairment e.g. coloured paper, different font.</p>	Inclusion Leader Teachers TAs	On going
2.	Ensure TAs have access to specific training on disability issues.	<p>Audit TA training needs and inform professional development process.</p> <p>Work with TAs through PDRs to develop their specific skills. TAs to have access to relevant CPD courses each year.</p> <p>TAs to have relevant access to training on disability issues affecting children they work with.</p>	Principal Inclusion Leader	On going

No	Issue	Action	Responsible Person	Completion date
3.	Ensure school trips are accessible to all.	<p>Ensure trips comply with advice found in the Health and Safety on Educational Visits Policy.</p> <p>Develop guidance for staff and parents on making trips accessible.</p> <p>Work with parents and trip destination staff to ensure access, and make appropriate plans.</p> <p>Ensure risk assessment includes accessibility issues.</p> <p>When organising a trip the school will take into account accessibility for all children in the group.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made where possible.</p>	<p>Principal / All Staff</p> <p>Principal</p> <p>Staff organising the Educational Visits</p>	<p>On-going</p> <p>On-going By Need</p> <p>On-going By Need</p>
4.	Review PE Curriculum to make PE accessible to all	<p>Gather information on accessible PE and Disability PE Co-ordination.</p> <p>Invite disabled sports people in whenever possible. Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists regarding disabled children.</p>	<p>Inclusion Leader</p> <p>PE Co-ordinator</p>	On-going By Need
5.	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 disabled achievement and participation in the community e.g. Para Olympics.</p> <p>Seeking opportunities to get people in and/or raise awareness</p>	<p>Inclusion Leader</p> <p>PE Co-ordinator</p>	<p>On-going</p> <p>On-going</p>

No	Issue	Action	Responsible Person	Completion date
		through international/national media.		

Written information

No	Issue	Action	Responsible Person	Completion date
1.	Review information to parents / carers to ensure it is accessible.	<p>Ensure academy questionnaire includes questions about access to school information.</p> <p>Ask parents / carers about access needs when child is admitted to school, including EAL.</p> <p>Inform parents that support is available.</p> <p>Statement on website about accessibility options.</p>	<p>Principal Academy</p> <p>Administrator</p> <p>Principal/Admin</p>	<p>On going</p> <p>On going</p> <p>On going</p>
2.	Inclusive discussion of access to information in all parent consultations	Ask parents / carers and children about access to information and preferred formats in all parent consultations	Teachers Inclusion Leader	On going
3.	Ensure academy information materials are accessible.	<p>Seek advice re: making information accessible.</p> <p>Ensure information is in plain English etc. and ensure it explicitly welcomes disabled children and those with SEN.</p> <p>Provide alternative formats for access where needed.</p> <p>Posters for Support in place around academy (Access Support, Family Support, Pupils Support)</p>	<p>Principal</p> <p>Principal</p>	<p>On going</p> <p>On going</p>