Accessibility Plan for

Stanground 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 October 2019 – October 2022

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 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
   • 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	Action	Responsible Person	Completion date
1.	Adjustable desks and workbenches are available in Food Technology but not for other subjects for those with limited mobility.	Recommend purchasing height adjustable furniture as and when required	The Principal	As and when required
2.	No means to communicate with a central person from the refuge areas in the stairwells.	Consider installing an Emergency Voice Communication system within the stairwells with the control box sited adjacent to the main fire alarm panel. This would ensure any person delayed on the first floor may inform central control of their location and those at the control centre could make sure they were able to safely evacuate the building. Alternatively ensure staff have a fully charged mobile phone with them at all times to communicate with a central designated person.	The Principal	31.08.2021
3.	The hygiene room is smaller than the recommended area of 12m² (currently 7.5m²) and does not contain a changing trolley or hoist.	As and when these facilities will be required, the room layout will need to be considered and the equipment will need to be purchased	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

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 should provide good forearm support for those unable to grip, coated where necessary to ensure they are not cold to the touch,

Handrails extend a minimum 300mm beyond the top and bottom step and have closed ends.

REFUGE POINTS

Refuge points, large enough to accommodate at least one wheelchair without hindrance to other people, are available in protected stairwells.

COMMUNAL PASSENGER LIFTS

Lift alarm tested weekly
Mirror available on far wall to enable a wheelchair user to see that no one is behind them to exit when the door is open and a person suffering from claustrophobia perceives a bigger space

Clear landing min1.5m long and 1.5m wide in front of lift at every level
Doors have a clear opening width of 800mm
Car is min 900mm wide and 1250mm deep
The lift has a dwell time of 5 secs before its doors begin to close after they are fully open
Landing and car controls are between 900mm and 1200mm above the car floor and a min 400mm (measured horizontally) from the inside of the front wall.

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm
Threshold is accessible (does not impede wheelchair access)
Means to open the doors or doors are automatic
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

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

Classrooms with a final exit have a wide door with a ramp for ease of exit in an emergency.
Access routes around the classroom
Emergency escape from the classroom; ramped egress from final exit

Accessible WCs

Accessible WC(s) available for staff use plus separate facilities for pupils
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
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.
Tap is located on the corner of the washbasin nearest to the toilet.
Hand soap can be reached from the toilet to allow a user to clean their hands before leaving, thus not soiling their equipment.

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

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
Sockets, switches and door-handles are of a contrasting colour
Manifestations are across glass doors
Wooden door and painted frame contrasts against white walls

Communal lifts

Tactile indication, to identify each storey, is provided on the landing and adjacent to the call button
Tactile indication to confirm the floor selection is provided on, or adjacent to, the lift buttons within the car
A raised button within the car indicates the ground floor
Where the lift serves more than three stories, it provides visual and audible indicators to identify the floor reached

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 least1200mm.

Highlighted nosings are provided each step's tread and riser, to help visually impaired people identify the location of the steps, these should be **55mm wide on both the tread and riser**

Handrails are easily distinguishable from the background through the use of good visual contrast

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

Fixed hearing loop is available at reception.

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, and where the background noise might exceed 90 dB(A) or where hearing protection is likely to be used for example in music rooms and D&T rooms

COMMUNAL LIFTS
The lift incorporates a signalling system that gives visual notification that the lift is answering a landing call

Curriculum accessibility

Improving Curriculum Access at Stanground 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 students 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	On-going	
2.	Access to written information for students with Dyslexia /EAL students/ MLD students and ASD	Review current electronic program provision with possible purchase of WIDGET software	On-going	
3.	Ensure CPD Training Plan covers the full range of disabilities represented in the school	Provide training sessions for all appropriate staff	On-going program	

Improving the Delivery of Written Information at Stanground Academy

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Improve access to all written information for students and parents with EAL.	Brochures/newsletters/school website are checked for accessibility at a low level of literacy A translator is provided where necessary Explore the use of WIDGET for electronic information.	Summer 2022	
2.	Improve access to all written information for parents with Learning Difficulties.	Brochures/newsletters/school website are checked for accessibility at a low level of literacy	Summer 2022	
3.	Ensure access to curriculum texts for students with visual impairment	Review curriculum materials and visual aids i.e. distance camera	As necessary	
4.	Improve access to all written information for students and parents with visual impairment.	Review documentation with a view of ensuring accessibility for students with visual impairment Seek advice from Sensory Team on alternative formats and use of IT software to produce customized materials.	As necessary	

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 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	√										√	

Code	Disability Description/ Problem											
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	classroom passAccess 13	staff trainingAccess 14	Access 15 1-1 programme	Access 16 External Agency planning/advice	break clubAccess17	lunch clubAccess 18	Access 19 mealtime support	administered medsAccess 20	Access 21 Restoratative Counselling	Access 22 extended opportunities	Physical AccessAccess 23
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

Code	Category											Notes
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		√	√	√	√	√	√			√		