

## Accessibility Plan

1. 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.
2. Our Accessibility Plan contains 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 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 Academy clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **support, aids and equipment**, which may assist disabled students in accessing the curriculum, and gaining awards in their chosen subjects (Entry level/Levels1-3, GCSE, BtEC, GCE's etc).
  - Improve the delivery of **written information** to students, 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.
5. 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 years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff trustees and councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
  - SEN and Disability Policy
  - Admissions Policy
  - Exclusions Policy
  - Every Child Matters
  - Organisation of Student Learning
  - Education Brief
  - Academy Improvement Plans
  - Academy Brochures
  - Asset Management Plan
  - Access Arrangements Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Director Risk and Health & Safety. 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.



9. 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 Academy council committees will contain an item on “having regard to matters relating to Access”.
10. The Academy’s complaints procedure covers the Accessibility Plan.
11. The Plan will be monitored through the Academy Health and Safety Committee.
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 the Physical Access

An Access Audit was carried out by, Geoff Slade, Health & Safety Manager on 12 December 2013 (undergoing review April 2016) and a number of recommendations made as follows:

Item	Action	Timescale	Cost £
No facilities for hearing impaired	Purchase portable hearing loop for use in reception area and around site as required. Sign to be placed in reception advising that a hearing loop is installed	By 01.10.2014	135.00
<b>Accessible toilets and washroom facilities – nursery, reception and infants Years 1 - 3.</b>  Accessible toilets for pupils in nursery/reception are unsuitable with regard to WC seat height, basin height and spacing of grab rails.  Toilet flush fitted on wrong side of cistern (should be on open not wall side).  Basin has centre tap fixing should be side fixing so accessible for disabled pupil sitting on WC seat  Although suitable rooms exist the fittings installed are either standard adult height or higher i.e. Doc M.	Arrange for the following changes:  Install WC with seat height between 300-350mm  Install basin with offset single hole.  Refit grab rails at 100-150mm above seat height and 300-400mm centres from centre of seat.  Refit any horizontal grab rails around washbasins to an appropriate height for the age range and vertically mounted rails at a height centred on the height of the horizontal rails e.g. if the horizontal rail is fitted at 400mm from the floor the centre of any vertical rail should be 400mm from the floor. Distance from fittings should use similar centres as for WCs i.e. 300-350mm for nursery to Year 3. NB if separate facilities are provided for nursery and reception the lower of the figures in the ranges quoted above should be used	By 01.01.2015	Grab rails and taps can be refitted by site manager at no cost.  New WC and basin required approx. cost £250 per toilet + fitting
<b>Junior accessible toilets</b>  Accessible toilets for pupils in junior/secondary are unsuitable with regard to WC seat height, basin height and spacing of grab rails.  Toilet flush fitted on wrong side of cistern (should be on open not wall side).  Basin has centre tap fixing should be side fixing	Arrange for the following changes:  Install standard adult WC with seat height at 420-430 mm  Install basin with offset single hole.  Refit grab rails at 100-150mm above seat height and 400-500mm centres from centre of seat.  Refit any horizontal grab rails around washbasins to an appropriate	By 01.01.2015	As 2 above

<p>so accessible for disabled pupil sitting on WC seat</p> <p>Although suitable rooms exist the fittings installed are either standard adult height or higher i.e. Doc M.</p>	<p>height for the age range and vertically mounted rails at a height centred on the height of the horizontal rails e.g. if the horizontal rail is fitted at 500mm from the floor the centre of any vertical rail should be 500mm from the floor Distance from fittings should use similar centres as for WCs 400-500mm</p>		
<p><b>Hygiene Room Toilet Area</b></p> <p>WC and washbasin are standard adult Doc M Pack i.e. at adult accessibility height.</p> <p>Grab rails around WC, washbasin and shower are at adult accessibility heights/distances</p>	<p>Arrange for the following changes:</p> <p>Install replacement standard adult WC with seat height at 420-430mm i.e. height</p> <p>Refit grab rails at 100-150mm above seat height and 400-500mm centres from centre of seat</p>	<p>By 01.01.2015</p>	<p>Replacement WC £160 + fitting</p>
<p><b>Hygiene Room Shower Area</b></p> <p>Shower fittings (rail, head, seat) are at adult accessibility height</p> <p>Grab rails around WC, washbasin and shower are at adult accessibility heights/distances</p>	<p>Refit seat at 420-430mm above floor</p> <p>Refit grab rails at 100-150mm above seat height and 400-500mm centres from centre of seat</p>	<p>By 01.01.2015</p>	<p>Site manager task – no cost</p>
<p><b>Adult accessible toilet.</b></p> <p>Basin has centre tap fixing should be side fixing so accessible for disabled adult sitting on WC seat.</p>	<p>Install basin with offset single hole.</p>	<p>By 01.01.2015</p>	<p>£80 plus fitting</p>
<p><b>Accessible toilets rooms 522, 527 and 535.</b></p> <p>No beacons are fitted to give alarm warning for hard of hearing/deaf</p>	<p>Fit beacons</p>	<p>Completed beacons installed Outside cubicles.</p>	<p>Should be snagged as toilet is non-compliant therefore nil cost</p>

## Improving Curriculum Access



**Equal Opportunities practices should be evident in**

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

Item	Action	Timescale	Cost (£)
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	By Sept 2014	£178.78
Access to written information for students with Dyslexia /EAL students/ MLD students and ASD	Monitor the use of Communication in Print, Write Online and Clicker Software used to give symbol/picture support written text for pupil.	July 2014	Staff time
Ensure CPD Training Plan covers the full range of disabilities represented in the school	Train new staff to use Clicker 6 and Communication in Print.	Dec 2014	Staff Time
Increase staff application of PECs to further support children and young people's communication across the school	PEC's are widely used across the school day with student's who have been identified with a need for symbol support for speaking and communication.	July 2015	Staff Time
Symbols, objects and words are used across the school to give transactional support for all identified pupils.	Written words, symbols and objects are used to inform pupils of their schedule of events, work routines and key social skills guidance.	July 2015	Staff Time NAS accreditation training support from the coach.
Increase the use of Apps on I-Pads to support literacy and written access.	Pupils to use I-Pads to record their ideas and literacy apps to develop specific skills	July 2105	Cost of APPS

## Improving the Delivery of Written Information

Item	Activity	Timescale	Cost (£)
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 Communication in Print is used for student information when a symbol with the text improves their access.	On going	Yearly license to use software
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	On going	
Increase the use of the VLE to give pupils and parents access to school learning activities in the home	Review curriculum materials and visual aids i.e. distance camera	September 2014 and on going	
I-Pads apps and Communication in Print improve access to all written information for students with communication difficulties e.g. ASD	Use software to support social stories and key written information for the students.		Cost of software licenses and APPS for I-Pads
Ensure that students that are on accredited course pathways are not disadvantaged by not being able to fully access assessment materials.	Identify, assess students and apply for access arrangements in line with JCQ publication 'Access Arrangements and Reasonable Adjustments.  Purchase support tools/software for use within the classroom and exams, for those who have, but not limited to, specific difficulties with processing, reading, speeding of writing, motor skills . The use of such supports in formal examinations will depend upon the outcome of the specialist assessment.  The Academy will implement arrangements at centre decision level and employ staff to undertake support roles for prompters, readers etc. The Academy will train staff employed to undertake this role.	Ongoing – as students enrol on courses each year.	Specialist Assessment per pupil  Purchase of support aids  Additional staff costs during examination time to facilitate access



			arrangements e.g. readers.
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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.

	Disability Description/ Difficulty	ASD/Asperger's	Behaviour	Communication
Sensory and emotional regulation/ occupational therapy	Ear defenders	•	•	
	Chew aid	•		
	Deep pressure calming techniques (eg: weighted jacket/blanket/massage)	•	•	
	workstation	•	•	•
	Rebound Therapy	•	•	•
	Sensory diet	•	•	
	Paston Pack	•		
	Trip trap chair	•		
	Sloping desk	•		
	Outdoor gym	•	•	
	Soft play room	•	•	
Calming room	•	•		
Social Communication	PECS	•		•
	Social stories	•	•	•
	Social scripts	•		•
	Emotion cards	•	•	•
	Social and emotional literacy programmes	•	•	•
	Southfields pack	•		•
Visual supports	Widget signs and symbols	•		•
	Visual schedule/timetable	•	•	•
	Work task chain	•	•	•
	Choice boards	•	•	•
	Visual prompt cards/keyring	•		•

