



GREENWOOD ACADEMIES TRUST

Accessibility Plan for
Green Oaks 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 2016 – October 2019.
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_P_DF_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. | Hearing loop should be in place at reception. | 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 | 31.03.2017 |
| 2. | 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 |
| 3. | Accessible WC in KS1 is not of suitable size for the early years children to use. | Recommend installing a WC with seat height between 300-350mm and set grab rails to height of 100-150mm above the seat height and 300-400mm from the centre of the seat. | The Principal | As and when required |
| 4. | Accessible WC in for KS2 (room 57 shower room) is not of suitable size for children (7-11yrs) to use. | Install a WC with seat height between 420-430mm (normal adult height) and set 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 |
| 5. | There is no hoist or adjustable bed in the hygiene room. These items enable those with a disability to be independent and help to prevent carers developing musculoskeletal disorders from people handling. | Hoist and bed should be purchased as and when required | The Principal | As and when required |

Physical accessibility

Mobility Impairment

Circulation routes

There is level access into the academy from the front and rear of Car park surface is even with no holes and designated accessible 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



the building.
parking spaces.

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 Facilities

Accessible WC(s) available for staff use plus separate facilities for pupils

Sufficient manoeuvring space outside the door to the WC

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.

Hand washing facilities 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 in place

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 across glass doors

Painted door frame contrasts against white walls

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. Where a sign is suspended over a walkway a minimum clearance of 2100mm is acceptable.

Hearing Impairment

Visual alarms such as beacons are mounted at a minimum height of 2.1m to attract attention



from floor level, in a position that is likely to

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

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> | Senco 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.</p> <p>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 Senco | On going |
| 3. | Ensure school trips are accessible to all. | <p>Ensure inclusion statement in Educational Visits policy.</p> <p>Develop guidance for staff and parents on making trips accessible. Develop appendix to Ed. Visits Policy</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>Summer 2016</p> <p>Summer 2016</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 Sports.</p> <p>Invite disabled sports people in whenever possible.</p> <p>Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists regarding disabled children.</p> | <p>PE Co-ordinator / SENCo</p> <p>GDFT PE Director</p> <p>PE Co-ordinator</p> | <p>Spring 2017</p> <p>On-going</p> <p>2016/17</p> <p>By Need</p> |
| 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 with specific reference to Woodvale</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>PE Co-ordinator SENCo</p> | <p>Spring 2017</p> <p>On going</p> <p>On going</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> | | |
|--|--|---|--|--|