



GREENWOOD ACADEMIES TRUST

ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust (GAT) board, students, parents, staff and councillors of the Academy and covers the period from October 2015 – September 2018.
2. 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.
3. GAT plans, over time, to increase the accessibility of provision for all students, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain 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 school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **aids and equipment**, which may assist disabled students in accessing the curriculum.
 - 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

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 school council committees will contain an item on “having regard to matters relating to Access”.

10. The Academy Brochure will make reference to this Accessibility Plan.

11. The Academy’s complaints procedure covers the Accessibility Plan.

12. Information about our Accessibility Plan will be published in each Academy’s Annual Report to Parents (statutory).

13. The Plan will be monitored through the School Council. Each School Council will produce a termly report on progress against the plan for the GAT F&GP.

14. The Academy will work in partnership with all stakeholders in developing and implementing this plan.

15. The Plan will be monitored by Ofsted as part of their inspection cycle.

DATE 20.10.2015

Danesholme Academy Accessibility Plan 2015-2018

Improving the Physical Access at Danesholme Academy

Compliances

Item	Findings
Accessibility	<p>Low gradient short ramp to academy entrance with lobby wide enough to accommodate a wheelchair and companion. Very few steps around the academy which are clearly highlighted with 1m handrails, ramp available to the rear of the property where needed. Walls, floors and doorways are of contrasting colours. Door hold-open devices in use in heavily used through routes</p>
Parking	<p>Newly tarmacked surface in the car park with one designated accessible parking space and drop kerb to pavement.</p>
Flooring	<p>External areas are tarmacked, excepting area by Yr4 which is paved. The paving is level and has no gaps above 5mm. Internal floors are level throughout and are carpeted. No significant trip or slip hazards identified.</p>
Accessible toilets	<p>One accessible toilet available for staff use One accessible toilet as part of hygiene room</p>
Hygiene room	<p>Fully accessible with toilet, shower and height adjustable bed.</p>
Classrooms	<p>Entry into classrooms at 800mm or larger, however some final exits less than 750mm</p>

Recommendations for improvements are:

Access Report Ref.	Item	Activity	Timescale	Cost £
1.	There was no visual warning of a fire alarm in the accessible toilets. A warning beacon (or combined beacon/sounder must be fitted in accessible toilets	Install a visual warning beacon in the accessible toilet and in the hygiene room.	3 months	£40.00 plus cost of installation
2.	Hearing loop required in reception.	Purchase portable hearing loop for use in reception area and around site as required. http://www.sarabec.com/la90-portable-loop-system/p778 would be satisfactory and would provide flexibility if other parts of the site are being used.	1 month	£100- £200
3.	Reception Counter does not accommodate for wheelchair users	Approved Document M specifies the reduced height section of a reception desk should be at least 1500mm wide, knee recess not less than 700mm, and surface not higher than 700mm. Since installing this in the entrance lobby would impact on the access, suggest adjusting the reception window in the reception lobby.	6 months	

				
4.	<p>Accessible WC in hygiene room set at adult accessible height. Since there is already an accessible WC for adults, recommend changing this for junior accessible WC (normal adult WC)</p>	<p>Install WC with seat height between 420-430 mm i.e. standard adult height. Adjust the grab rail height to 100-150mm above the seat height and 400-500mm from the centre of the seat.</p>		
5.	<p>Final exits from some areas measure less than 750mm.</p>	<p>Those rooms with exits less than 800mm should not be used by persons in a wheelchair. Groups that include a child in a wheelchair should be held in classrooms whose doors are of sufficient width to accommodate wheelchairs. There must also be sufficient access and egress for visitors in wheelchair for events at the academy. e.g. productions, parents' evenings.</p>	Ongoing	Nil



DANESHOLME JUNIOR ACADEMY IMPROVING CURRICULUM ACCESS



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 Academy, the quality of personal relationships etc)

Access Report Ref	Item	Activity	Timescale	Cost £
1	Access of written information for pupils with Dyslexia	<p>Use of coloured paper for specific children</p> <p>Use of coloured overlays and reading rulers when requested and needed</p> <p>Use of coloured backgrounds on the IWB and iPad screens</p>	<p>In place</p> <p>In place</p> <p>Staff have been asked to use different colours when appropriate- In place</p> <p>On going</p>	<p>£6-7 per reem</p> <p>£3 each</p> <p>No Cost</p> <p>No Cost</p>
2	Ensure CPD training covers the full range of disabilities represented in the Academy	<p>Continue to provide training sessions for all appropriate staff in staff meeting and as part of our INSET about dyslexia, autism, selective mutism and behaviour management.</p> <p>Use staff from other Academies and Trust Education Advisors to support other SEN training needs.</p>		
3	Increase access to all Academy trips and extra-curricular activities for all disabled pupils	<p>Review all out- of- Academy provision to ensure compliance with legislation.</p> <p>All out-of-Academy activities will be conducted in all inclusive environments with providers that comply with all current and future legislative requirements.</p>	<p>Continue to develop further but already a good use of 1:1 TAs and trained parents.</p>	<p>At present no cost. Provision of specialist equipment if needed would be a cost to ensure inclusive access and safety in all extra-</p>

	Use of physical apparatus to aid access to learning	Use of Numicon and Dienes rods to support mathematical thinking and recording. Ipad with personalised apps to meet the needs of specific children. A hearing loop for hearing impaired children.	Use of Numicon and Dienes rods to support mathematical thinking and recording. Ipad with personalised apps to meet the needs of specific children. A hearing loop for hearing impaired children.	Use of physical apparatus to aid access to the full curriculum and the wider Academy life	Use of physical apparatus to aid access to the full curriculum and the wider Academy life	Use of physical apparatus to aid access to the full curriculum and the wider Academy life
4	Use of physical apparatus to aid access to learning	Use of Numicon and Dienes rods to support mathematical thinking and recording. Ipad with personalised apps to meet the needs of specific children. A hearing loop for hearing impaired children.	Use of Numicon and Dienes rods to support mathematical thinking and recording. Ipad with personalised apps to meet the needs of specific children. A hearing loop for hearing impaired children.	Use of physical apparatus to aid access to the full curriculum and the wider Academy life	Use of physical apparatus to aid access to the full curriculum and the wider Academy life	Use of physical apparatus to aid access to the full curriculum and the wider Academy life
5	Use of physical apparatus to aid access to the full curriculum and the wider Academy life	Use of hoist, changing table and shower in the hygiene room as and when required. Height adjustable tables available when required Writing slopes and wedge cushions available when required	Use of hoist, changing table and shower in the hygiene room as and when required. Height adjustable tables available when required Writing slopes and wedge cushions available when required	Use of physical apparatus to aid access to the full curriculum and the wider Academy life	Use of physical apparatus to aid access to the full curriculum and the wider Academy life	Use of physical apparatus to aid access to the full curriculum and the wider Academy life
6	Use of classroom walls and environment to support the curriculum	Maths boards in every classroom Yellow/orange with a gold border to ensure continuity for children Maths posters displaying vocabulary and symbols Working walls displaying relevant additional material English boards in every classroom blue with a silver border to ensure continuity English VCOP displays to promote next steps and to develop English skills Learning Behaviour display to promote positive behaviours Wow words to develop wider use of vocabulary Maths equipment encouraged and used in all lessons Clutter free surfaces to promote a clear working environment	Maths boards in every classroom Yellow/orange with a gold border to ensure continuity for children Maths posters displaying vocabulary and symbols Working walls displaying relevant additional material English boards in every classroom blue with a silver border to ensure continuity English VCOP displays to promote next steps and to develop English skills Learning Behaviour display to promote positive behaviours Wow words to develop wider use of vocabulary Maths equipment encouraged and used in all lessons Clutter free surfaces to promote a clear working environment	Use of classroom walls and environment to support the curriculum	Use of classroom walls and environment to support the curriculum	Use of classroom walls and environment to support the curriculum



DANESHOLME JUNIOR ACADEMY IMPROVING WRITTEN ACCESS



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 Academy, the quality of personal relationships etc)

Access Report Ref	Item	Activity	Timescale	Cost £
1	Improve access to all written information for pupils and parents with EAL	Brochures/newsletters/Academy website all checked for accessibility at a low level of English. Translate tab available on website for all parents to access in alternative language. A translator provided where necessary. Google translate and other resources are available in school.	2015-2016 In Place Staff can use these when necessary. In place On going	No cost Costed if needed No Cost No Cost No Cost
2	Improve access to all written information for parents with Learning Difficulties	Brochures/newsletters/Academy website all checked for accessibility at a low level of English by office and SENCO if required.	In Place	No cost
3	Ensure access to curriculum texts for pupils with visual impairment.	Review of curriculum materials and visual aids e.g. magnifier; iPads and IWB with use of correct font type and size and coloured background (if suitable)	In Place	No cost
4	Improve access to all written information for parents with visual impairment.	Review documentation with a view of ensuring accessibility for parents with visual impairment. Seek advice from Sensory Team on alternative formats if more complex needs are presented.	In place If needed	No cost No cost
5	Improve access to all written information for pupils with communication difficulties e.g. ASD	Visual Timetables used in all classrooms Individual Timetables used for pupils with ASD	In place	No cost

				In place	No cost
6	Promote use, knowledge and understanding of other languages and speakers where English is not their first language.	Welcome signs in different languages and showing the flags of the different countries on a Diversity Display in the main Hall		In Place	No cost
7	Promotion of independent working for pupils	Classroom resources available including word and maths mats, number cards, timetables grids, vocabulary and practical resources		In place	No cost
		Introduction of 'Learning Power' league to introduce Resilience, Reciprocity, Resourcefulness and Reflectiveness to the children		January 2016	Cost to be priced £££