



GREENWOOD ACADEMIES TRUST

Accessibility Plan for
Danesholme Junior
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.
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 103: Area guidelines for Mainstream Schools

Building Bulletin 104: Area guidelines for SEND and alternative provision

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 and/or buildings are located between 1200mm and 1400mm above ground level.	Equalities 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	06.08.19
2	It would be difficult for a visually impaired person to identify some sockets and switches throughout the academy as they are the same colour as the wall surrounding them.	Equalities 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
3	Accessible toilet in hygiene room is set at adult specification (470mm in height).	Equalities Act	The WC and associated fittings should be changed to fit junior height: 420-430mm i.e. standard adult height.	The Principal	As and when required
4	Accessible toilet (room 76) is non-compliant. The toilet should have the following; <ul style="list-style-type: none"> Support rails, that are a contrasting colour to the wall/floor, on both sides of the WC. A hand dryer located at a distance where it can be reached from the WC. 	Approved Document M	Either change the support rails to a different contrasting colour or repaint the wall behind them in a darker colour. Move hand dryer so that it can be reached by anyone sitting on the WC.	The Principal	06.05.19 As and when required
5	The majority of external step markings at classrooms exits have faded to the point where they are difficult to distinguish.	Approved Document M	Identify and rectify. Edges should be marked with a contrasting strip (white, yellow, silver or black depending on the background colour).	The Principal	06.05.19

6	Reception counter does not accommodate for wheelchair users.	Approved Document M	Approved Document M specifies that a 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 lobby.	The Principal	06.08.19
7	Final exits from some areas measure less than 750mm.	Approved Document M	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 door are of sufficient width to accommodate wheelchairs. There must also be sufficient access and egress for visitors in wheelchairs for events at the academy, e.g. productions and parents' evenings.	The Principal	As and when required

Mobility Impairment



There is level access into the academy from the front and rear of the building.

Car park surface is even with no holes.

A designated accessible parking space is available. Space has level access to the pedestrian entrance.

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

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.

DINING AREAS

Access to and from the dining area is suitable width for those with mobility impairment to move around.

Accessible WCs

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

There is sufficient manoeuvring space outside the door to the WC and within the WC for a wheelchair to turn around.

Flush lever is on the open side and has a large flat or spatula shaped handle.

The ceiling pull switch can be operated from the toilet and from an adjacent floor area.

Hygiene room

A specialist hygiene room is available.

The hygiene room contained a changing bed and accessible WC.

Visual Impairment



Lighting is suitable and sufficient.

Glare is avoided from shiny or glossy surfaces.

Colour scheme is simple and number of colours used is limited.

Manifestations across glass doors.

Wooden door frame contrasts against white walls.

Hearing Impairment



A hearing loop with sign is installed in the reception area.

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

Curriculum accessibility

Improving Curriculum Access

No.	Issue	Action	Responsible Person	Completion date
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>	The Principal	<p>In place</p> <p>In place</p> <p>Staff have been asked to use different colours when appropriate- In place</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>	The Principal	On going
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>	The Principal	Continue to develop further but already a good use of 1:1 Tas.

4	Use of physical apparatus to aid access to learning.	Use of Numicon and Dienes rods to support mathematical thinking and recording. Manipulatives Training – Maths Lead White Rose Training. .	The Principal	Already used within school- TAs have had Numicon/White Rose and Phonics training In place and used
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.	The Principal	In place In place In place
6	Use of classroom walls and environment to support the curriculum	Working walls in place in every classroom for maths and English. Maths equipment encouraged and used in all lessons. Clutter free surfaces to promote a clear working environment.	The Principal	All in place

Curriculum accessibility

Improving Written Access

No.	Issue	Action	Responsible Person	Completion date
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 DOJO Google translate and other resources are available in school.	The Principal	In Place In Place Staff can use these when necessary. In place
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 SENDCO if required.	The Principal	On going
3	Ensure access to curriculum texts for pupils with visual impairment.	Review of curriculum materials and visual aids e.g. IWB with use of correct font type and size and coloured background (if suitable)	The Principal	In Place
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.	The Principal	In place If required

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	The Principal	In place In place
7	Promotion of independent working for pupils	Classroom resources available including word and maths mats, number cards, timetables grids, vocabulary and practical resources. Including working walls and curriculum displays.	The Principal	In place