



Accessibility Plan

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Learning | Effort | Aspiration | Respect | Nurture | Wellbeing

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our LEARNWell values – Learning, Effort, Aspiration, Respect, nurture and Wellbeing – set our culture of inclusion and ambition for all students to achieve their very best. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan. In particular, the Acer Trust sets an overarching policy statement for accessibility that each member school adheres to. Collaboration with schools in the Trust provides a forum to share best practice and support and challenge each other to meet our objectives.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors of the school, students, parents, staff and Acer Trust colleagues.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria <i>Red – To be started Yellow– Partial completion Green - Complete</i>	Notes
Increase access to the curriculum for pupils with a disability	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Short term:</p> <p>Ensure all identified resources are in place to enable improved access to the curriculum</p> <p>Medium:</p> <p>The English and Maths KS4 Curriculum is accessible to all</p> <p>Long term:</p> <p>Improve the KS3 curriculum to meet the demands of increasing numbers of students who are not fully accessing</p>	<p>Increase access to laptops, reading pens, electronic reader, including plug sockets for the above.</p> <p>Review access to English and Maths GCSE and consider use of Functional Skills</p> <p>Clarify intended outcomes from the 'Vision' work, especially regarding importance of Eng and Maths and use of alternative provision</p>	<p>AMT/RM/FL</p> <p>AMT/HMS/SEH / SJH/DJA</p> <p>DJA/AMT/SJH/MAB</p>	<p>April 2021</p> <p>June 2021</p> <p>Full implementation by Sept 2022 with partial implementation by Sept 2021</p>	<p>Identified resources are in place</p> <p>Agreed delivery model of KS4 English and Maths for students with C&L disabilities is in place and students achieve qualification</p> <p>Attendance and progress of LPA students improves at KS3, especially those with SEMH needs</p>	<p>Increase in technologies has started inc. laptops and pens.</p> <p>Collaborative planning underway between Eng, CS and AC</p> <p>MAB / AMT working with external support</p>

		the current curriculum	Research latest best practice eg 'Nurture Groups' for SEMH issues. Cost and implement practice				
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps and accessible routes through the school</i> • <i>Lifts and/or all departments having accessible rooms</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	Improve inclusive access to Textiles	Ensure clear passage through adjoining rooms	JVT	Mar 2020	Access clear	Desks arranged to increase access.
		Improve the surface of carpark areas	Refurbish identified external surfaces	JVT	2022-23	Work complete	Resurfacing complete.
		Increase the use of sensory signage	When required install signage to meet the challenges of staff or students	JVT	As required	Work complete	To be installed when required.
		Reception desk being more accessible: <ul style="list-style-type: none"> • Height • Induction Loop 	Initial design options of reception to be considered	JVT	Dec 2020	Work complete	Designs are being discussed with contractors
		Disabled Toilets are within easy reach to all areas of the school.	Ensure disabled toilets have somewhere to hang a bag by the toilet.	JVT	April 2020	Work complete	On list of current works

			Ensure disabled toilets are checked regularly for cleanliness and supplies	JVT	Immediate	Work complete	
		Provide a disabled parking bay in the East carpark		JVT	Easter 2021	Work complete	On list of current works
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Modified Paper (e.g. enlarged papers, coloured paper)</i> 	<p>If required, provide audible, visual and tactile information round school</p> <p>Use SEN reviews consistently to continue to identify accessibility issues routinely</p>		As required		Accessibility is a standard part of SEND review	SEND reviews currently on hold due to remote learning
				AMT	Immediate		

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the school governing body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum Policy

Appendix 1: Accessibility audit

A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
A01. Is the building within convenient distance of a public highway?	X		
A02. Is the building within convenient distance of public transport?		X	
A03. Is the building within convenient distance of car parking?	X		
A04. Is the route clearly marked/found?	X		
A05. Is the route free of kerbs?	X		
A06. Is the surface smooth and slip resistant?		X	Areas of carpark can be prone to being slippery dependant on weather.
A07. Is the route wide enough?	X		
A08. Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
A09. Is it adequately lit?	X		
A10. Is it identified by visual, audible and tactile information?		X	This would be provided when the need exists.
A11. Is there car parking for people with reduced mobility?	X		
A12. Is the car parking clearly marked out, signed, easily found and kept free from misuse?	X		
A13. Is the car parking as near the entrance as possible?	X		
A14. Is the car parking area suitably surfaced?	X		
A15. Is the route to the building kept free of snow, ice and fallen leaves?	X		
A16. Is the route level? (ie. no gradient steeper than 1:20 and no steps)	X		

General notes to block:

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
B01. Is there a ramp, with level surfaces at top/intermediate/bottom?			Not all areas where there are stairs have ramps. Other routes available but often external.
B02. Is it wide enough and suitably graded?	x		
B03. Is the surface slip resistant?		x	Not all
B04. Are there kerbs and are there edges protected to prevent accidents?			N/A
B05. Are there handrails to one or both sides? (delete)	x		
B06. If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			N/A
B07.			
B08. Identified by visual/tactile information?		x	This will be provided when the need is identified.
B09.			
B10. Are ramps and steps adequately lit?	x		
B11. Are treads and risers consistent in depth and height?	x		
B12.			
B13. Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)	x		
B14. If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9	x		Lift in place Block A & 6 th form

General notes to block:

C – ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
C01. Is the door clearly distinguishable from the facade?	X		
C02. If glass is it visible when closed?	X		
C03. Does the clear door opening when opened permit passage of a wheelchair or double buggy? (delete)	X		
C04. Does it have a level or flush threshold, and a recessed matwell?	X		
C05. Is there visibility through the doorway from both sides at standing and seated levels? (delete)	X		
C06. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	X		
C07. Can the door furniture be used at both standing and seated height? (delete)	X		
C08. Can it be easily grasped and operated?	X		
C09. If the door has a closer mechanism does it have:	x		
(a) delayed closure action?	X		
(b) slow-action closer?	X		
(c) minimal closure pressure?	x		
C10. If the door is power-operated does it have visual and tactile information?	X		
C11. If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	X		
C12. If there is a lobby, do the inner and outer doors meet the same criteria?	X		
C13. Do lobby layouts enable all users to clear one door before going through the next?	X		
C14. Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?		X	These will be provided when the need is identified.
C15. Does the lighting installation take account of the needs of visually disabled people?	X		
C16. Are floor surfaces:	X		
(a) slip-resistant, even when wet?	X		
(b) of a quality that is sympathetic to acoustics – i.e. not so “hard” as to cause acoustic confusion?	X		
(c) firm for wheelchair manoeuvre?	X		
C17. Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		

C18. Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		X	Plans have been developed and will be undertaken when funds are available.
C19. Is it fitted with an induction loop?		X	A loop will be included in the development
C20.			
C21. For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		x	To be provided when the need is identified.

General notes to block:

D – HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
D01. Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
D02. Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
D03. Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04. Is turning space available for w.ch. users?	X		
D05. Do natural and artificial lighting avoid glare and silhouetting?	X		
D06. Are there visual clues for orientation?		X	To be provided when the need is identified.
D07. Do floor surfaces:			
(a) allow ease of movement for wheelchair users?	X		
(b) avoid light reflection and sound reverberation?	X		
D08. Do textured surfaces convey useful information for people with impaired vision?		X	To be provided when the need is identified.
D09. Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	X		
D10. Are there tactile signs and information for those with impaired vision?		X	To be provided when the need is identified.
D11. Is the maintenance of these items checked regularly?			
D12. Is lighting designed to meet a wide range of needs?	X		
D13.			
D14.			
D15. Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
D16. Are all areas for assembly/meeting equipped with an induction loop system?		X	To be investigated.
D17. If the use of an induction loop system is precluded is an infra-red system in place?		X	To be investigated.
D18. Is the functioning and operation of the induction loop or infra-red system checked regularly?		X	To be investigated.
D19. Are telephones fitted with inductive loop couplers?		X	To be investigated.

D20. Is a minicom available for use by people with hearing disabilities?		X	To be investigated.
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General notes to block:

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
E01. Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture? (delete)	X		
E02. Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)	X		
E03. Is any level change clearly lit?	X		
E04. Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	X		
E05. If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?	X		
E06. Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?		X	
E07. Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	X		
E08. If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?	X		
E09. Are steps available as an alternative to any ramp or ramped surface?	X		
E10. Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)	x		Only block A
E11. Platform Lift (delete)			
(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)	X		
(b) Is the platform adequate for wheelchair use and manoeuvre.	X		
(c) In the event of a power failure does the platform return to lower level?	X		
(d) Is the equipment maintained and its operation checked regularly?	X		
E12.			
E13. Lift			
(a) Is the lift's location clearly defined by visual and tactile information? (delete)		X	Lift would only be used with guidance

(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)	X		
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?	X		
(d) Does the lift door open widely enough for wheelchair user access?	X		
(e) Does door operation allow slow entry and exit?	X		
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)	X X		
(g) Does the car have appropriate support rails?	X		
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?	X		
(i) Is there audible floor indication?		X	Lifts only used with guidance
(j) Is the lift an 'Evacuation Lift'? (see section J – MEANS OF ESCAPE)		X	Evac chair available
(k) Is the lift regularly maintained and its functional operation routinely checked?	X		

General notes to block:

F - DOORS

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
F01. Do the doors serve a functional/safety purpose? (delete)	X		
F02. Can they be readily distinguished?	X		
F03. If glass, are they visible when shut?	X		
F04. Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		X	Some class room doors do not have vision panels
F05. Does the clear opening width permit wheelchair access?	X		
F06. On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	X		
F07. Is any door furniture/handle at a height for standing/sitting use? (delete)	X		
F08. Are door/handles clearly distinguished?	X		
F09. Can the door furniture/handles be easily operated/grasped? (delete)	X		
F10. If door closers/mechanisms are fitted do they provide the following: (delete)			
(a) security linkage?	X		
(b) delay-action closure?	X		
(c) slow-action closure?	X		
(d) minimum closure pressure?	X		
F11. Is door/mechanism function checked regularly?		X	To become part of the general site visual check

General notes to block:

G - LAVATORIES

Consider each question from the perspective of each type of disability:

- Wheelchair
- Visual
- Ambulant
- Auditory
- Dexterity
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
G01. Is WC provision made for people with disabilities?	X		
G02. Do all lavatory areas have slip-resistant floors?	X		
G03. Are they easy to distinguish by colour contrast from walls?	X		
G04. Are all fittings readily distinguishable from their background?	X		
G05. Are all door fittings/locks easily gripped and operated?	X		
G06. Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?		X	Other provision provided
G07. Is provision made for wheelchair users? If so:	X		
G08. Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	X		
G09. Is the location clearly signed?	X		
G10. Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
G11. Are the door fittings/locks and light switches easily reached and operated?	X		
G12. Is there an emergency call system and is someone designated to respond?	X		
G13. Can the emergency call system be operated from floor level?	X		
G14. Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	X		
G15. Are the fittings arranged to facilitate these manoeuvres?	X		
G16. Are handwashing and drying facilities within reach of someone seated on the WC?	X		
G17. Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		
G18. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		
G19. Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	X		

G20. If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	X		
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General notes to block:

H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
H01. Is any servery/counter accessible to all users, including those with hearing impairments?	X		
H02. If the building has fixed seating are there also associated spaces for wheelchair users and at regular intervals on long routes?	X		
H03. Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	X		
H04. Is it possible for people with disabilities to serve as volunteers?	X		
H05. Are all fittings readily distinguishable from their background?	X		
H06. Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	X		
H07. In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
H08. In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	Should adaptations be required they will be made.
H09. Are all relevant locations clearly signed?		X	

General notes to block:

I - INFORMATION

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
I01. Is the building equipped to provide hearing assistance?		X	To be investigated
I02. Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
I03. Is there a tactile plan or diagram of the building?		X	This would be provided when identified.
I04. Are there large-print versions of information about the building/activities available?	X		
I05. Is there 'braille' information available for people with visual disabilities?		X	This would be provided when identified.
I06. Is there an 'audio' version of information about the building available?		X	This would be provided when identified.
I07. Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?		X	To be provided
I08.			
I09. Are all relevant locations clearly signed?	X		

General notes to block:

J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the school's Accessibility Plan.

	Y	N	Notes
J01. Is there a visible as well as audible fire alarm system? (delete)		X	Fire alarm is being assessed and upgraded
J02. Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	X		
J03. Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)		x	Evac stair chair available
J04. If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?		x	People requiring assistance would be removed immediately.
J05. If refuges are available are they equipped with 'carry chairs'?			N/A
J06. Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
J07. Is the evacuation strategy checked regularly for its effectiveness?	X		
J08. Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	X		
J09. Are all fire warning devices and detectors checked routinely and regularly?	X		

General notes to block: