



SEATHORNE PRIMARY ACADEMY

Accessibility Plan

Policy agreed
Policy owner
Policy reviewed
Full Policy review

September 2021
Jac Reynolds
Sept 2022
June 2024

Our Aim

At Seathorne Primary Academy our core values (respect, honesty, courage, hope, acceptance, determination, friendship and love) reflect our commitment to a school where there are high expectations of all.

Children are provided with high quality learning opportunities so that every individual is able to achieve their goals in learning and be successful in their aspirations wherever possible.

Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We work hard to recognise everyone's uniqueness and success.

We are committed to improving children's confidence and self-esteem.

We know that safe and happy children achieve well.

Entitlement

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, signposting to appropriate websites, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Introduction

1. Improving the physical environment of academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided
2. 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 June 2021 –June 2024.
3. 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. Our academy recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities. We respect the parent’s and child’s right to confidentiality and commit to ensuring we uphold that right.
4. 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.
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 (3) years.
6. 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.
7. The Accessibility Plan should be read in conjunction with the relevant sections of following Policies or Plans, where they are available:
 - a. SEN and Disability Policy
 - b. Admissions Policy
 - c. Pupil Behaviour and Exclusions Policy
 - d. Organisation of Pupil Learning and Curriculum
 - e. Education Brief
 - f. Academy Improvement Plans
 - g. Academy Brochures
 - h. Asset Management Plan
 - i. Health and Safety Policy
 - j. Fire Evacuation Plan
 - k. Moving and Handling Policy
8. 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.

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 Advisory Council committees will contain an item on 'having regard to matters relating to Access'.
10. Any 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 an Academy Advisory Council. Each 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.

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_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>

Physical Accessibility

Action summary

No	Issue	Legislation	Action	Responsible Person	Due date
1.	Adjustable height desks and workbenches are not available for use by those with limited mobility,	Equalities Act	Recommend purchasing height adjustable furniture as and when required	The Principal	As and when required (review on a 6-monthly basis)
2.	Accessible WC(s) available for staff however no accessible WC for primary children use	Ref BB102 p128	<p>Accessible toilets in primary schools must be age appropriate. The requirements are detailed below:</p> <p>KS1 (early years 7)</p> <ul style="list-style-type: none"> • WC with seat height at 370mm. • Grab rail height to 100-150mm above the seat height and 300-350mm from the centre of the seat, • Basin fixed at 500mm above floor level. • All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 400-450 centres from the basin <p>KS2 (7-11yrs)</p> <ul style="list-style-type: none"> • WC with seat height at 420mm. • Grab rail height to 100-150mm above the seat height and 350-400mm from the centre of the seat • Basin fixed at 700mm above floor level. • All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 450-500 centres from the basin 	The Principal	As and when required (review on a 6-monthly basis)

3.	No hoists available in the Hygiene rooms.	Manual Handling Operations Regulations 1992	Mobile hoists can be purchased as and when required.	The Principal	As and when required (review on a 6-monthly basis)
4.	Shower seat and toilet in the Hygiene rooms should be age appropriate; currently they are installed at adult accessible height.	Ref BB102	Re-position height of the shower seats in the hygiene rooms to match toilet seat heights as stated above or purchase suitable height mobile shower seats	The Principal	As and when required (review on a 6-monthly basis)

Mobility Impairment



Circulation routes

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

Car park surface is even with no holes.

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

Communication box at entry to the school grounds and/or buildings are located between 1200mm and 1400mm above ground level

Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm (1000mm for new buildings)

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 control from the front desk

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.

Accessible WCs

Accessible WC(s) available for staff however no accessible WC for primary children use

Accessible WCs have appropriate furniture and fittings.

There is sufficient space for a wheelchair to manoeuvre and turn around.

Hygiene room

A specialist hygiene room is available with space for assistants to change a pupil.

Mobile hoists can be purchased as and when required.

Shower seat and toilet in the Hygiene rooms should be age appropriate, currently they are installed at adult accessible height.

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

Manifestations across glass doors

Wooden door frame contrasts against white walls



Circulation routes

Pedestrian routes are unobstructed in height to a minimum clearance of 2300mm.

Hearing Impairment

Hearing loop is installed for front reception, with mobile loops available for use around the building.

Visual alarms such as beacons are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention

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



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>Review availability of alternative methods of recording- mind maps, IT, scribing, pictorial representations and or photographic evidence of practical learning</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 e.g. now and next boards or communication fans.</p> <p>Support materials available for children with visual impairment e.g. coloured paper, different font.</p> <p>Review curriculum materials and visual aids as necessary. Seek advice from Sensory Education Support Team where needed.</p>	SENDCo Teachers LSAs	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 SENDCo	On going
3.	Ensure school trips are accessible to all.	<p>Ensure inclusion statement in Educational Visits Health and Safety Policy (GAT).</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 <i>i.e. consideration of transport needs.</i></p>	<p>Principal / All Staff</p> <p>Principal</p> <p>Staff organising the Educational Visits and monitoring EVOLVE procedures.</p>	<p>Review annually</p> <p>Ongoing by need</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>	PE Lead / SENDCo	On going By Need

		<p>Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists/Physio/OT regarding children with a disability.</p>	<p>GAT PE Director</p> <p>PE Lead</p>	
5.	<p>. Raise awareness of disability equality issues and review all curriculum areas to include disability issues.</p>	<p>Ensure disability issues are discussed with the children across the curriculum and in assemblies.</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 Lead</p> <p>SENDCo</p>	<p>On going</p> <p>On going</p>

Written Information

No	Issue	Action	Responsible Person	Completion date
1.	Review information to parents / carers to ensure it is accessible.	<p>Ask parents / carers about access needs when child is admitted to school, including EAL.</p> <p>Proof Read all letters home to check for Plain English.</p> <p>Produce newsletter in alternative formats to meet need. Inform parents that other formats are available i.e. Information can be communicated verbally by telephone or meetings or support can be given for completion of forms.</p> <p>Statement on website about accessibility options.</p> <p>Ensure parent/carers have access to information in main spoken language if necessary – staff will use Google translate, Microsoft 365 Translate or translate option in Groupcall Xpressions as required.</p>	<p>Principal</p> <p>Academy Administrator</p> <p>Principal/Admin</p>	<p>On going</p> <p>On going</p> <p>On going</p>
2.	Inclusive discussion of access to information in all parent consultations.	Ask parents / carers and children about access to information and preferred formats in all parent consultations.	Teachers SENDCo FWO	On going
3.	Ensure academy information materials are accessible.	Seek advice making information accessible.	Principal SENDCo	On going

		<p>Ensure brochure is in plain English etc. and ensure it explicitly welcomes disabled children and those with SEND.</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>	<p>FWO</p> <p>On going</p>	<p>Annually</p>
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