



GREENWOOD ACADEMIES TRUST

Accessibility Plan for
Newark Hill Academy

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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 August 2017 – August 2020.
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:
 - a. SEN and Disability Policy
 - b. Admissions Policy
 - c. Pupil Behaviour and Exclusions Policy
 - d. Every Child Matters
 - e. Organisation of Pupil Learning
 - f. Education Brief
 - g. Academy Improvement Plans
 - h. Academy Brochures

i. 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_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	Action	Responsible Person	Completion date
1.	Hearing loop required in main 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	30.09.2017
2.	Changes in levels to external steps are not clear, Steps require slip-resistant edge marking in a contrasting colour.	Marking should extend the full width of the step, be 55mm wide on the edge of the tread& top of the riser and comply with all relevant standards/guidance e.g. Equalities Act, Approved Documents and British Standards. A permanent solution e.g. self-coloured slip-resistant GRP is preferable to paint as it is more durable and reduces the need for on-going maintenance.	The Principal	As and when required
3.	W/C and basin in key stages 1 areas accessible toilet is adult height	Convert to standard height WC i.e. 420 – 430mm seat height. If necessary remove and refit WC grab rails as follows: 100-150mm above seat height i.e. 520 – 580mm above floor 400-500mm centres from centre of seat.	The Principal	As and when required
4.	Ramped egress routes from some classrooms lead onto grassed areas which would difficult for any wheelchair users to move along.	Hard standing pathways should be installed to allow easier egress from the rooms during an emergency evacuation.	The Principal	As and when required

1 Mobility Impairment



Circulation routes

Someone who does not use a walking aid can manage to walk along a passage way less than 700mm wide, but just using a walking stick requires greater width than this; a minimum of 750mm. A person who uses two sticks or crutches, or a walking frame needs a minimum of 900mm, a wheelchair user and an ambulant person side-by-side need 1500mm width.

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

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

RAMPS

- Appropriate low gradient
- Has a clear width of 1500mm
- Has a top landing
- Has kerb/ edging min100mm high
- Handrails set at 900-1000mm height

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is accessible (does not impede wheelchair access)

Visitors can be easily viewed from reception hence assistance can be given quickly to open the doors.

Emergency exit (green button) fitted to the inside at height 1200mm

Reception lobby is wide enough to accommodate a wheelchair and companion.

Counter: appropriate width & height, with adequate knee recess

DINING AREAS/ HALL

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.

Emergency escape from the majority of classrooms have ramped egress from final exit
Adjustable desks and workbenches for those with limited mobility

Accessible WCs

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

There must be sufficient manoeuvring space outside the door to the WC –1.5m x 1.5m should be regarded as the minimum and within the WC for a wheelchair to turn around.

Flush lever is on the open side. The lever has a large flat or spatula shaped handle; a user should be able to flush using a hand, an elbow, or any other part of the body. A single lever operated mixer tap is located on the corner of the washbasin nearest to the toilet. Hand soap is located so that it can be reached whilst seated on the toilet to allow a user to clean their hands before leaving, thus not soiling their equipment.

The ceiling pull switch is located so that it can be operated from the toilet and from an adjacent floor area, the switch should have two G pulls (or alternatively ball shaped pulls), one set at a height between 800 - 1000mm and the other set 100mm above floor level.

Accessible toilets in primary schools must be age appropriate. The requirements are detailed below:

KS1 (early years 7) [ref BB102 p128](#)

- WC with seat height between 300-350mm.
- 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

KS2 (7-11yrs)

- WC with seat height between 420-430mm.
- 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

Hygiene room

A specialist hygiene room is available with an accessible WC, a changing bed and space for assistants to change a pupil.

2 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 are across glass doors



Unobstructed height above a pedestrian way is also important, especially for visually impaired people. There is a minimum overhead clearance of 2mm except doorways which are of a standard height. There was nothing overhanging within a walkway that would pose an obstacle for a visually impaired person.

NB people with vision impairment often lose the ability to distinguish between colours therefore contrast is important. Contrast can be assessed by taking a photograph of the area being assessed e.g. flight of stairs, accessible WC and printing the photo in monotone. If the edge of the steps, rails etc. can be clearly distinguished there is sufficient contrast

3 Hearing Impairment

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



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Curriculum Accessibility

Improving Curriculum Access at Newark Hill Academy

All Greenwood Trust Academies have in place a variety of access arrangements (see ‘**Disability Access Provision**’ below)

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, the quality of personal relationships etc.)

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Access to written information for students with Dyslexia	Use coloured overlays, coloured writing and mathematics books. Access to learning support team for advice.	Ongoing	Within normal school budget
2	Access to written information for students with Dyslexia /EAL students/ MLD students and ASD	Access to written information adapted to suit needs of children (larger font size), language dictionaries provided to translate vocabulary, use of Teaching Assistants who speak different languages to support students to access curriculum.	Ongoing	Within normal school budget
4	Ensure CPD Training Plan covers the full range of disabilities represented in the school	Provide training sessions for all appropriate staff	Ongoing	Within normal school budget
6	Increase access to all Academy trips and extra-curricular activities for all disabled pupils	Review all out-of-Academy provision to ensure compliance with legislation All out-of-Academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Within normal school budget

Improving the Delivery of Written Information at Newark Hill Academy

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Improve access to all written information for students and parents with EAL.	Brochures/newsletters/school website are checked for accessibility at a low level of literacy A translator is provided where necessary	Ongoing/translator as and when required	Within normal school budget
2	Improve access to all written information for parents with Learning Difficulties.	Brochures/newsletters/school website are checked for accessibility at a low level of literacy	Ongoing	Within normal school budget
2	Ensure access to curriculum texts for students with visual impairment	Review curriculum materials and visual aids i.e. larger print	Ongoing	Within normal school budget
3	Improve access to all written information for students and parents with visual impairment.	Review documentation with a view of ensuring accessibility for students with visual impairment	Ongoing	Within normal school budget
4	Improve access to all written information for students with communication difficulties e.g. ASD	Explore software for generating visual timetables etc e.g. internet search, Autism Outreach team.	Ongoing	Within normal school budget