



**GREENWOOD ACADEMIES TRUST**

**Physical Accessibility Plan for**  
**Danesholme Infant**  
**Academy**

*Improving the physical environment of academies to enable those with disabilities to take better advantage of education, facilities and services provided*

Sophia Hands  
07.10.2016

## Introduction

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 October 2016 – October 2019.
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 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.
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 ongoing 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

Approved	Document	M
<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf</a>		

Gov.Uk	Fire	Safety	Risk	Assessment-	Escape	for	Disabled	People
<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf</a>								

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	Action	Responsible Person	Completion date
1.	Communication box at entry to the school building is too high for use by those in a wheelchair.	The height should be set at between 900mm and 1100 from ground level.	The Principal	31.03.2017
2.	There was no hearing loop available at the front desk	Install hearing loop and sign at reception. A portable loop e.g. <a href="http://www.sarabec.com/la90-portable-loop-system/p778">http://www.sarabec.com/la90-portable-loop-system/p778</a> 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	31.03.2017
3.	Means to open the entry door may be difficult for those in a wheelchair.	Recommend fitting a handle to the door at between 900mm and 1200mm from ground level or installing power-assisted doors	The Principal	31.03.2017
4.	The front counter has not been set to an appropriate width & height,	Future improvements to the front entrance should incorporate appropriate height and width with adequate knee recess for a wheelchair user.	The Principal	31.06.2017
5.	It would be difficult for a visually impaired person to identify sockets and switches as they are the same colour as the wall surrounding them.	It is recommended that these are edged in a contrasting colour, such as the colour used for the doors, to highlight their location	The Principal	31.03.2017
6.	Changes in levels to stairwells are not clear, Steps & stairs 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-	The Principal	31.03.2017

No	Issue	Action	Responsible Person	Completion date
		resistant GRP is preferable to paint as it is more durable and reduces the need for on-going maintenance		
7.	Handrail need to be easily distinguishable from the background through the use of good visual contrast.	It is therefore recommended that the handrail is painted in a darker colour to contrast against the white wall.	The Principal	31.03.2017
8.	Adjustable height desks and workbenches are not available for use by those with limited mobility,	Recommend purchasing height adjustable furniture as and when required	The Principal	As and when required
9.	Some classrooms with a final exit door have a stepped access to outside which may prove difficult for those in a wheelchair.	A ramp may be needed if and when a person with a mobility disability is employed or taught at the academy.	The Principal	As and when required
10.	The hygiene room should also contain a changing bed and mobile or fixed hoist.	This equipment can be purchased as and when required.	The Principal	As and when required
11.	There is one accessible WC available in the academy accommodated within a hygiene room. This is set at adult height and would not be suitable for KS1 and KS2 children.	<p>As and when this is required the toilets may need to be adapted to ensure the following is in place.</p> <ul style="list-style-type: none"> <li>• Accessible WC in KS1 should be of suitable size for the early year's children to use. (WC with seat height between 300-350mm. Grab rail height to 100-150mm above the seat height and 300-400mm from the centre of the seat)</li> <li>• Accessible WC in KS2 should be of suitable size for children (7-11yrs) to use. (WC with seat height between 420-430mm. Grab rail height to 100-150mm above the seat height and 300-400mm from the</li> </ul>	The Principal	As and when required

No	Issue	Action	Responsible Person	Completion date
		centre of the seat)		
12.	WC in the hygiene room is non-compliant. There should be support on both sides and the flush lever is not located on the open side. A user should be able to flush using a hand, an elbow, or any other part of the body. Some people do it with their chin. If it is not on the open side, it will be impossible to reach from a wheelchair.	Fit a grab rail to both sides at 100-150mm above seat height and 300-400mm from the centre of the seat and a suitable paddle type flush lever to the open side of the WC.	The Principal	31.03.2017
13.	The washbasin, hand soap and hand towels are located too far from the WC. The tap should be located on the corner of the washbasin nearest to the toilet. This would allow a user to clean their hands before leaving, thus not soiling their equipment.	The room should be reconfigured to set the washbasin close to the WC	The Principal	31.03.2017

## **Physical accessibility**

## 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 and designated accessible parking spaces.

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 with drop kerbs and level access to pedestrian walkway.

Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm

### RAMPS

There is a temporary ramp installed at the final exit to the main hall to allow for emergency egress for wheelchair users.

### STEPS AND STAIRS

Steps are uniform with a step of between 150-170mm and a going of 250-425mm and have a minimum width of 900mm

Landings are provided at the top and bottom with a min length of 900mm

The stairwell has a suitable handrail to one side to aid those with mobility impairment.

Handrail is:

- continuous across flights
- easy to grip, and provides good forearm support for those unable to grip,
- extends a minimum 300mm beyond the top and bottom step and have closed ends.

### COMMUNAL PASSENGER LIFT

One lift is available for access to the staffroom on the first floor.

Lift alarm tested weekly

Clear landing min 1.5m long and 1.5m wide in front of lift at every level

Door has a clear opening width of 800mm

Car is min 900mm wide and 1250mm deep

The lift doors are operated manually and the lift only operates when the door is closed

Landing and car controls are between 900mm and 1200mm above the car floor.

### COMMUNAL ENTRANCE AND RECEPTION AREAS

Main entrance door width is 800mm, (meets minimum of 775mm)

Threshold is accessible (does not impede wheelchair access)

Means to open the entry door may be difficult for those in a wheelchair. Recommend fitting a handle to the door at between 900mm and 1200mm from ground level.

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.

Furniture is suitable for use for those in a wheelchair and allows interaction between all pupils and staff whilst dining.

## ***Classrooms***

Some classrooms with a final exit door have a stepped access to outside which may prove difficult for those in a wheelchair. A ramp may be needed if and when a person with a mobility disability is employed or taught at the academy.

Routes around the classroom are accessible

## ***Accessible WCs***

One accessible WC(s) available for staff use

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 wheelchair to turn around.

Height of toilet is 480mm and projection is 750mm

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

## Visual Impairment



### ***Lighting and contrast***

Lighting is suitable and sufficient

Lighting is activated by sensors

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

It would be difficult for a visually impaired person to identify sockets and switches as they are the same colour as the wall surrounding them. It is recommended that these are edged in a contrasting colour, such as the colour used for the doors, to highlight their location.

### ***Circulation routes***

A blind person using a long cane or with an assistance dog needs a walkway measuring at least 1100mm. A visually impaired person who is being guided needs a width of at least 1200mm.

Unobstructed height above a pedestrian way is also important, especially for visually impaired people. This should be a minimum of 2300mm. There was nothing overhanging within a walkway that would pose an obstacle for a visually impaired person.

## Hearing Impairment



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

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

## **Curriculum accessibility**

## Improving Curriculum Access at Danesholme Infant Academy

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 school, SMSC, the quality of personal relationships etc.)

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.1	<p>Increase confidence of teaching staff in differentiating the curriculum.</p> <p>Develop consistent approach to differentiation.</p>	<p>Undertake audit of staff training needs on curriculum access.</p> <p>Develop relevant training. CPD opportunities.</p> <p>Assign professional development sessions to training identified needs (e.g.) dyslexia, differentiation, alternative recording.</p> <p>Collate ideas about different methods of recording from Teachers and external agencies, such as Specialist Teaching Service.</p>	<p>End of spring term 2017</p> <p>Ongoing</p> <p>Spring 2017 – ongoing.</p> <p>On-going</p>	<p>SENCO</p> <p>SENCO/Principal</p> <p>SENCO/Principal</p> <p>SENCO Teachers</p>	<p>Raised confidence of staff in strategies and differentiation and increased pupil participation.</p>
2.2	<p>Ensure that all children have access to the curriculum regardless of their disability.</p>	<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 (eg. coloured backgrounds,</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO Speechlinks Co-ordinator. Reading Recovery Teacher. Teachers</p>	<p>All children will be able to access the curriculum and show progress with learning regardless of their disability.</p>

		<p>visual and kinaesthetic resources, support materials etc.)</p> <p>Refer to and take advice from external agencies about provision required for specific children.</p> <p>Hearing loops for hearing impaired children and adapted equipment and learning environment for visually impaired children where recommended.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p>	<p>Ongoing</p> <p>Currently on order.</p> <p>Ongoing</p>	TAs	
Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.3	Ensure TA's have access to training on specific learning/disability issues.	<p>Use staff audit to identify TA's training needs.</p> <p>Use the audit to inform the Professional Development process as appropriate.</p> <p>TA's to access CPD courses relevant to the needs of the children within the setting.</p> <p>TA's have relevant access to training on specific learning/disability issues affecting children they work with.</p> <p>Work with TAs through PDRs to develop their specific skills.</p>	<p>End Spring term 2017.</p> <p>Ongoing as necessary.</p> <p>On-going</p> <p>On-going</p>	<p>SENCO/ Principal</p> <p>Principal</p>	<p>Raised confidence and skills of TAs to deliver specific intervention needs.</p>
2.4	Ensure all staff are aware of children with specific learning needs/disabled children's curriculum access.	<p>Set up a system of individual access to the curriculum plans for children with specific learning needs/disabilities.</p> <p>Re-instate child friendly IEPs for these children.</p> <p>Identification on main data tracking system.</p> <p>Set up a system for information to be shared with appropriate</p>	<p>By Need</p> <p>End spring term 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>Individual Teachers</p> <p>SENCO</p> <p>Teachers</p> <p>SENCO</p>	<p><u>All staff</u> aware of an individual pupil's access to the curriculum needs.</p> <p>Staff able to access the SEN file on Staff Common for electronic copies of</p>

		staff.			paperwork. Files relating to specific areas of SEND as outlined in SEND Code of Practice available to all staff for reference.
2.5	Ensure staff are aware of, and able to use SEN resources as necessary to a child's needs.	Audit all SEN resources and make list/folders available to all staff.  Identify gaps in provision and look at purchasing resources to fill those gaps.  Run individual training sessions/cascade in staff meetings on use of resources.	On-going  As required	SENCO  SENCO Principal ICT Co-ordinator  SENCO	Wider use of SEN resources in mainstream classes. Inclusion of ICT.
2.6	Ensure school trips are accessible to all.	Ensure inclusion statement in Educational Visits policy.  Work with parents and trip destination staff to ensure access, and make appropriate plans.  Ensure risk assessment includes accessibility issues.  When organising a trip the school will take into account accessibility for all children in the group.  Alternative arrangements for children who cannot access some aspects of the trip will be made <u>where possible</u> .	On-going By Need  On-going By Need	Principal / All Staff  Principal  Staff organising the Educational Visits  ↓	All children in school able to access school trips and take part in a range of activities to meet need.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.7	Review PE Curriculum to make PE accessible	Gather information on accessible PE and Disability Sports.		PE Co-ordinator / SENCO	All children able to access PE and disabled children are

	to all	<p>Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists regarding disabled children.</p>	<p>On-going</p> <p>Completed</p> <p>By Need</p>	<p>GDFT PE Director Allison Consultancy PE Co-ordinator</p>	<p>given the opportunity to excel in sports.</p>
2.8	<p>Raise awareness of disability equality issues and review all curriculum areas to include disability issues.</p>	<p>Ensure a range of disabilities are represented in curriculum resources, displays etc.</p> <p>Ensure disability issues are discussed with the children across the curriculum and in assemblies. SEAL curriculum.</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>On-going</p>	<p>Principal Teachers SENCo</p> <p>SMSC Leader PSHE Leader</p>	
2.9	<p>Ensure disabled children participate equally in after school and lunch time activities.</p>	<p>Consult parents of children with disabilities about out of school activities they would like their children to have. Or ways in which their children could access provided activities.</p> <p>Ensure that bodies providing after school activities have an access policy. Ensure effective liaison with providers about pupils with disabilities.</p>			<p>Disabled children confident and able to participate equally in out of school activities.</p>
2.10	<p>Ensure all staff have access to disability and equality training.</p>	<p>Provide inset training for relevant staff on disability and equality.</p>	<p>End of summer 2017</p>	<p>Principal</p>	<p>All staff work from a disability equality perspective.</p>

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.11	Develop links with local and GDFT special schools to improve understanding of curriculum.	<p>Organise opportunities for staff to observe their curriculum area at Special schools in the area/trust such as Greenoaks.</p> <p>Establish links with GDFT SEN specialists. Link established with SENCO at Queensmead Academy.</p>	On-going By Need	SENCO Individual Teachers where appropriate.	Increased confidence of staff in developing their curriculum area accessibly.

# Improving the Delivery of Written Information at Danesholme Infant Academy



Ref No	Targets	Strategies	Timescale	Responsibilities	Success Criteria
3.1	Review information to parents / carers to ensure it is accessible.	<p>Ensure academy questionnaire includes questions about access to school information.</p> <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.</p> <p>Statement on website about accessibility options.</p>	<p>Annually</p> <p>On-going</p> <p>On-going</p> <p>By Need</p>	<p>Principal</p> <p>Academy Administrator</p> <p>Principal/Admin</p>	All parents getting information in format that they can access e.g. tape, large print, braille.
3.2	Ensure all staff are aware of guidance on accessible formats.	<p>Provide guidance on good practice in writing letters and other documents in accessible formats.</p> <p>Contact the Plain English Society for Guidance.</p>		SENCO	Staff to produce routine information to children in more accessible ways.
3.4	Ensure academy information materials are accessible.	<p>Seek advice making information accessible.</p> <p>Ensure brochure is in plain English etc and that it explicitly welcomes disabled children and those with SEN.</p> <p>Provide alternative formats for access where needed.</p>	<p>Annual Update</p> <p>By need</p>	Principal	Parents / carers feel confident in the information they have about the school.

		EXTERNAL NOTICEBOARDS display posters of access to areas of support/supportive services such as the Family Support Worker, external SEN workshops.	Ongoing		
--	--	--	---------	--	--

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
3.5	Increase support for parents of children with disabilities.	Produce an accessible SEN leaflet for the school.  Routinely distribute information for relevant parent support groups (newsletters, noticeboards)	End summer term 2017  Ongoing	SENCO  Administration Family Support Worker Principal	Increased confidence of parents of disabled children and those with SEN to support their children's education.
3.6	Children become more aware of their learning styles and access needs.	Encourage pupils to express their access needs and explore learning styles.	On-going	All Teachers	Children able to articulate their access needs and understand their own learning styles.

