

Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.

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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.

At Castle Mead, one of our Key Drivers is that ‘Everyone is Capable of Excellence’, and hence it is important to us that equal opportunity is available to access our academy offer for all stakeholders.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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 pupils parents, staff and governors of the school.

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
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Ensure curriculum materials accessible	Ensure font size, layout and coloured paper allows curriculum material to be easily read.	SENDCO	Ongoing	Equality of access to the curriculum.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Specialist, auxiliary aids and equipment	Provide specialist or auxiliary aids and equipment to students.	SENDCO	Ongoing	Equality of access to the curriculum.
	Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.	New pupils	Review student records ensuring awareness of disabilities of new students.	Data Aanlyst	Ongoing	Equality of access to the curriculum

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required, this includes:</p> <ul style="list-style-type: none"> • School well sign-posted. • Secure gates - only authorised cars can drive into the school car park. • Four disabled parking bays located within the car park. • Easy access to the main school building directly from the car park, with clear signs leading to the main reception area of the school. • Automatic opening doors allowing easy access for wheelchair users to enter the building. 	<p>To continue to review access for any improvements that can be made</p>	<p>Premises to review site</p>	<p>Trust Estates Manager</p>	<p>When reasonably practicable</p>	<p>Fully compliant buildings and grounds</p>

	<ul style="list-style-type: none"> • The reception desk is low enough for wheelchair users to speak with the receptionist. • Disabled Changing Areas have pull cords hanging near the showers. • Lift to allow wheelchair users access to the upper level of the school - buttons located at the height of our wheelchair users. • Inclusive play opportunities provided for all students. • Inclusive after school clubs provided for all students. • Outdoor seating area - plenty of room for wheelchair users to sit at the tables. Adapted bench available. • Disabled toilets located in all buildings and, well signed and include toilet safety handle bars, sink, hand dryer and an emergency pull cord. • Dining area - good open seating area. Chairs can be moved in order to allow wheelchair users access • Good wheelchair access to areas such as the Design Rooms, Library and Music Rooms. 	<p>Evacuation from upper levels.</p>	<p>Personal Emergency Evacuation Plans in place for all disabled students and staff.</p>	<p>Senior Premises Office/Office Manager</p>	<p>Ongoing</p>	<p>Safety of students improved during emergencies</p>
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	<ul style="list-style-type: none"> • Classrooms - very spacious. Furniture could be moved if necessary to allow easy access for wheelchair users to maneuver independently. • Good standard of daylight throughout the school. 					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ○ Internal signage ○ Large print resources ○ Induction loops <p>Pictorial or symbolic representations</p>	To enable improved access to written information.	Raising awareness of font size and page layout.	SENDCO	Ongoing	Parents and families with disabilities have equal access to information

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 Board on behalf of the Trust, and the Principal on behalf of the school.

5. Links with other policies

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

- Risk assessment policy
- 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
- School Improvement Plan

Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main Building: 3 storeys Sports Hall: 2 Storey	General maintenance- daily basis	Premises Staff	On going
Corridor access	Daily	Keeping corridors clear so that all children of all needs can access the building and the teaching spaces.	Premises Staff	On going
Lifts	2 Lifts	Weekly function check, serviced every 3 months.	Premises Staff	On going
Parking bays	6 visitor spaces 112 staff spaces 4 disabled spaces	Ensure people are parked in correct bays	Premises Staff	On going
Entrances	Main building Sports building	Ensure they are accessible to all	Premises Staff	On going
Ramps	All buildings	Inspect ramps monthly for any defects	Premises Staff	On going

Toilets	Accessible toilets x 22 (12 student/10 disabled) Non accessible x 60	General maintenance	Premises Staff	On going
Reception area	Both reception areas are accessible.		Premises Staff	On going
Internal signage	Clear signage	Ensure signs are clear	Premises Staff	On going
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Daily Evacuation - every year Evacuation - every term	Premises Staff	On going

Appendix 2: Specialist equipment checklist for schools with DSPs

Internal/external area or room checks should include:

1. Finger guards in place.
2. Access control working.
3. Any CCTV in place is working and stickered to show that persons are being recorded.
4. Radiators and hot pipes are suitable for the environment and not a burn risk.
5. Fixture, fittings & equipment are in a safe useable condition for that age user.
6. Windows have opening restrictors on them.
7. Play equipment is suitable for the age and need of the current users.
8. Suitable risk assessments are in place that cover needs as a whole and individual. These to include as a minimum:
 - a. Classroom RA
 - b. Open/play area RA
 - c. Individual need RA
 - d. Activity RA such as cooking/building etc
9. Perimeter boundary off play area/buildings is suitable and does not pose a risk.
10. Suitable Evacuation or Invacuation procedures are in place and practiced for the current users.