

# Accessibility Plan

The Excel Academy



Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

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## 1. Aims

Academies 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 Academy 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 Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

The Academy supports any available partnerships to develop and implement the plan. The Academy is part of the Alpha Academies Trust and adopts the Trusts policies and Procedures.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academy, 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 staff and students.

## 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 Academies 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.

Academies 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.

### 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	<p><i>Our Academy supports students with disabilities by providing appropriate CPD for teaching staff to ensure appropriate strategies are being used.</i></p> <p><i>We provide teaching assistants and learning mentors if needed, acting upon advice from SEND services at the local authority, referring to external agencies when necessary and by using a pupil centered approach to meet their needs.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is</i></p>	<p>Share 'good practice strategies' for a range of disabilities and incorporate these into CPD for SEND training</p> <p>Take steps to meet disabled people's needs even if this requires more favourable treatment such as: Time out cards, cards to have early lunch, to ensure safe movement around school. Similarly staff with asthma may be excused some duties in weather likely to exacerbate the condition</p> <p>Ensure there are extra-curricular clubs that are attended and accessible for students with disabilities</p>	<p>Training for staff on SEND strategies</p> <p>Students to be referred to SENCo/HOY/AP if there is an indication that needs are not being met</p> <p>Audit of SEN participation</p> <p>Student Voice for suggestions</p>	<p>CLM/SAB</p> <p>CLM/RIH</p> <p>RIH</p>	<p>March 2018</p> <p>Fortnightly referrals for each year group</p> <p>By April 2018</p> <p>By July 2018</p>	<p>It is evident through learning walks, work scrutiny and observation that staff are using appropriate and effective strategies to support learners with SEND.</p> <p>Actions from referrals are put into place and student needs are met to improve behaviour and/or attendance and/or achievement.</p> <p>Clearly identified levels of participation in existing clubs.</p> <p>Increase the amount of clubs accessible for SEND students.</p>

	<p><i>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>Appropriate curriculum pathways are available for students with disabilities</p>	<p>Departments to research into various courses suitable for SEND students</p> <p>Alternative providers to be explored and kept up to date with what they offer.</p>	<p>HOD</p> <p>CLM/CAS</p>	<p>By July 2018</p> <p>Termly</p>	<p>Departments are satisfied that they are a offering appropriate courses for students with SEND</p> <p>Academy is up-to-date with what is available to students who need a different provision</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>Access to the Academy includes the following:</i></p> <p><i>Ramps enable wheelchair access to all parts of the building</i></p> <p><i>Lifts – there are two lifts in operation to allow access to each floor of the building</i></p> <p><i>Corridors are wide enough to allow easy access</i></p> <p><i>Disabled parking bays at the front of the building</i></p> <p><i>Accessibility toilets situated in each of the main areas of the building</i></p> <p><i>Library shelves at wheelchair-accessible height</i></p> <p><i>One of the biometrics money loading machine is lowered</i></p>	<p>Improve lift Key accessibility – new ones to be stationed at pupil reception and LSU</p> <p>Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through appropriate channels</p> <p>Ensure that there is an increased number of Evac chairs positioned around school (near the stairs) to support fire evacuation of disabled students</p>	<p>New keys to be cut</p> <p>All line managers know to review accessibility issues with those who have declared disabilities</p> <p>Purchase 2 more Evac chairs</p>	<p>STG</p> <p>HOD/SLT</p> <p>STG/DAB</p>	<p>January 2018</p> <p>Appraisal reviews</p> <p>By September 2019</p>	<p>More lift keys available to allow better access. Keys to be kept at pupil reception and the LSU.</p> <p>Any accessibility issues are raise and solutions put into place.</p> <p>Fire evacuation procedure is more efficient for wheelchair users or students with physical mobility needs.</p>

	<p><i>for wheelchair height</i></p> <p><i>Practical rooms such as Food Technology, Science and Art have lowered benches to allow wheelchair users access.</i></p>	Classrooms are optimally organised to promote the participation and independence of all students.	Teachers to review the layout of their classrooms to suit the needs of all students	CLM	Every academic year	Classrooms are accessible to meet the needs of all students including those with SEND.
Improve the delivery of information to pupils with a disability	<p><i>Our Academy uses a range of communication methods to ensure information is accessible. This includes:</i></p> <p><i>Internal signage</i></p> <p><i>Large print resources where necessary</i></p> <p><i>Induction loops</i></p> <p><i>Pictorial or symbolic representations in classrooms on displays and presentations</i></p>	<p>Keep colour coded signage up to date to ensure it is clear for all to navigate around the building</p> <p>Incorporation of appropriate colour schemes when using IWB to benefit students with SpLD/visual impairment</p> <p>School website to include google translate function for different languages</p>	<p>Signage reviewed every academic year</p> <p>Inclusive classroom training</p> <p>Website designer to add this to Academy website</p>	<p>STG</p> <p>CLM/SAB</p> <p>CLM/ANL</p>	<p>Annually</p> <p>By March 2018</p> <p>By April 2018</p>	<p>Signage is up-to-date with any department or classroom location changes.</p> <p>Teaches use appropriate backgrounds to aid the reading of Dyslexic students. Visuals support students with SLCN or EAL.</p> <p>Parents with additional languages can translate information on the website.</p>

## **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 Principal of the Academy.

## **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

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the Academy's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys in original build and 3 storeys in the 'new' build. Each floor is served by a passenger lift	Review the provision of emergency 'Evacuation Chairs'	STG	Summer 2018
Corridor access	The corridors throughout the building are designed to the relevant Building Bulletin Regulation	As the academy continues to increase the number of students and staff on site the movement of people around the building during lesson changes will have to be reviewed. Options such as 'one way' systems and staggered lesson/lunch times will need to be considered	DAB	Summer 2018
Lifts	There are currently 2 passenger lifts installed on site	Regular service and safety inspections to be carried out	STG	Every 6 months
Parking bays	The number of access parking bays and their location is compliant with current legislation	This will need to be reviewed when the proposed building extension	STG	Summer 2018
Entrances	All entrances for staff, students and visitors are at ground level without any 'threshold' restrictions	This will need to be reviewed when the proposed building extension	STG	Summer 2018

Ramps	Fixed ramps are currently installed at key locations on to the site	This will need to be reviewed when the proposed building extension	STG	Summer 2018
Toilets	Disabled toilet and changing facilities are strategically located throughout the building	If the proposed building extension takes place the disabled toilet provision on the first floor will need to be reviewed.	STG	Summer 2019
Reception area	The current reception area has an access control system installed that is remotely operated from the reception desk.  The current reception desk has a low level ledge that can be used by wheelchair users to access the visitor signing in system	Consideration should be given to fitting power assisted doors.  If this area is re-modelled in the future due consideration should be given to the installation of a reception desk with a low level shelf suitable for wheelchairs users	STG	As required
Internal signage	The current internal signage was designed to aid the visually impaired and is colour coded by department	This will need to be reviewed when the proposed building extension is completed	STG	Summer 2019
Emergency escape routes	The current emergency escape route are kept free from obstruction.  Refuge areas on stairwell landings have emergency call points	Daily checks of emergency routes carried out  Review the provision of emergency 'Evacuation Chairs'	Site Team  STG	Daily  Summer 2018