Accessibility Plan for
Welland Academy

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 May 2020 – June 2023.

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 variouspreferred 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:

    - 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 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
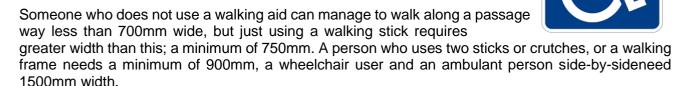
LABC Building Regulations in Practice - Accessible Toilets by David Spooner
http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf

Physical Accessibility Action Summary

No	Issue	Action	Responsible Person	Completion date
1	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
2	Hoist in hygiene room	Recommend purchasing hoist as and when required	The Principal	As and when required

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-sideneed 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.
Designated accessible parking spaces are available with drop kerbs and level access to pedestrian walkway.

Joints between surfaces and pavers are not more than 5mm wide.
Inspection chamber covers and service inspection chambers are flush with the surface.
Communication box at entry to the building is no more than 1200mm from ground level
Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm
Threshold is accessible (does not impede wheelchair access)
Staff are available on reception to open doors if required.
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.

Classrooms

Classrooms with a final exit have a wide door with level ground surface for ease of exit in an emergency.
Access routes around the classroom allow for ease of movement for mobility impaired.

Accessible WCs

Accessible WC(s) are available for staff use plus separate facilities for pupils within the hygiene room
Sufficient manoeuvring space is outside the door to the WC and within the WC for wheelchair to turn around. Furniture within the WC is compliant and suitable for use for persons with mobility and visual impairment.

Hygiene room

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

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 in place across glass doors

CIRCULATION ROUTES

Walkways are of sufficient width for a blind person using a long cane or with an assistance dog or who is being guided.

The height above walkways are unobstructed.

Hearing Impairment

Fixed hearing loop is available at reception.

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 hearting impairment might be alone, such as accessible toilets, and where the background noise might exceed 90 dB(A) or where hearing protection is likely to be used for example in music rooms and D&T rooms

Curriculum Accessibility

Improving the Curriculum Access at Welland 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).

Access Report Ref.	Item	Activity	Timescale	Responsibility	Success criteria
1	Increase confidence of teaching staff in differentiating the curriculum. Develop consistent approach to differentiation.	Undertake audit of staff training needs on curriculum access and develop relevant training. Assign professional development sessions to training identified needs (e.g.) dyslexia, differentiation, alternative recording. Collate ideas about different methods of recording from Teachers and external agencies	Renew Autumn 2023 Autumn 2022 – Summer 2024 On-going	Senco, curriculum lead SLT	Raised confidence of staff in strategies and differentiation and increased pupil participation.
2	Ensure that all children have access to the curriculum regardless of their disability.	Adaptations to activities where necessary to enable every child in a class to access them. Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (eg. coloured backgrounds, visual and kinaesthetic resources, task lists, support materials etc.) Refer to and take advice from external agencies about provision required for specific children.	On -going	Teachers TAs SENCo	All children will be able to access the curriculum and show progress with learning regardless of their disability.

		Adapted laptops and tablets for visually impaired children where recommended. Visual timetables and support materials provided for specific			
3	Ensure TAs have access to specific training on disability issues.	TAs to access relevant CPD courses each year. TAs have relevant access to training on disability issues affecting children they work with. Work with TAs through PDRs to develop their specific skills.	On going Yearly	SENCo Deputy Principal Principal	Raised confidence of TAs
4	Ensure appropriate staff are aware of, and able to use SEN resources.	Audit all SEN resources and make list available to all staff. Identify gaps in provision and look at purchasing resources to fill those gaps. Run individual training sessions on use of resources.	Autumn 2022 On-going As required	SENCo ICT Co-ordinator	Wider use of SEN resources in mainstream classes.

Disability Access Provisions

All students with Disabilities attending academies sponsored by the Greenwood Academies Trust will be appropriately supported to access the full curriculum offered to all mainstream pupils. The Access Arrangement will be named on the Whole Academy or Individual Provision Map. The following table records the range of support available according to individual needs.

Code	Disability Description/ Problem	Access 1 Parental Liaison	Access 2 classroom support	Access 3 Curriculum differentiation	Access 4 Small group intervention	Access 5 Visual support systems (eg. visual timetable)	Access 6 physical aid	Access 7 coloured overlay/ ruler	Access 8 Individual workstation	Access 9 Digital aids (laptop)	Access 10 Scribe for SATs	Access 11 Reader for SATS	Access 12 Transition programme for secondary
AUT	ASD/Asperger's	√	√	√	√	√	Ear defenders		√	√		√	√
BEH	Behaviour	√	√	√	√	√	Bobble seat wobble board thera-putty		√				√
COMM	Communication	√	√	√	√	√	Picture fan PECs	√		√	√	√	√
DDA	Palliative care	√	√	√	√		Appropriate seating			√	√	√	√
EAT	Eating & drinking	√					cutlery						
HAND	Motor Difficulties	√	√	√	√	√	hand support writing slant			√	√	√	√
HEAR	Hearing	√	√	√	√	√	hearing aid/ radio mic.						√
INC	Incontinence	√					Spare clothing						
LD	Learning	√	√	√	√	√		√	√	√	√	√	√
MED	Medication	√											√
MOB	Mobility	√	√	√	√	√	Appropriate resources		√	√	√	√	√
OTH	Other Disability/ health problem	√	√	√	√	√	√						√
PC	Personal care	√	√			√	Changing stations						√
VIS	Vision	√	√	√	√	√	√	√		√	√	√	√

Code	Disability Description/Problem	Access 13 Breakfast Club	Access 14 staff training	Access 15 1-1 programme	Access 16 External Agency planning/advice	Access 17 lunch club	Access 18 administered meds	Access 19 extended opportunities	Access 20 Physical Access
AUT	ASD/Asperger's	√	√	√	√	√	√	√	
BEH	Behaviour	√	√	√	√	√	√	√	Safe calm down space
COMM	Communication	√	√	√	√	√		√	
DDA	Palliative care	√	√	√	√	√	√	√	√
EAT	Eating & drinking	√	√		√	√		√	Mealtime adaptations
HAND	Motor difficulties	√	√	√	√			√	√
HEAR	Hearing	√	√	√	√			√	Visual signals to augment audible signals
INC	Incontinence	√	√		√		√	√	Accessible Toilets
LD	Learning	√	√	√	√			√	
MED	Medication	√	√		√		√	√	
MOB	Mobility	√	√	√	√			√	Ramps, lifts, chair lifts As appropriate
OTH	Other Disability/health problem	√	√	√	√		√	√	√
PC	Personal care	√	√	√	√			√	Accessible Toilet, Medical Room
VIS	Vision	√	√	√	√			√	√