

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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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 Brook Mead, one of our Key Drivers is 'Building Better Futures, 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 scholars, parents, staff and Academy Council members.

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
<p>Increase access to the curriculum for pupils with a disability –</p> <ul style="list-style-type: none"> • Specialist, auxiliary aids and equipment • Curriculum materials accessible • New pupils • Audit the school library to ensure availability of large font and easy read texts 	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. • Our Inclusion Team is effective in meeting the needs of pupils with a disability. • Pupils with a disability are given preference in 	<ul style="list-style-type: none"> • Pupils with disabilities have equal access to the curriculum. • Pupils with disabilities have equal access to information in the library. 	<ul style="list-style-type: none"> • The provision of specialist or auxiliary aids and equipment to pupils. • Ensure font size, layout and coloured paper allows curriculum material to be easily read. • Review pupil records ensuring awareness of disabilities of new pupils. • Audit current stock. Discuss needs with school library service. • Hygiene improved and ease of use for disabled pupils, staff and visitors. • All stakeholders will benefit from the fully inclusive nature of the Academy buildings and grounds. Improved safety of disabled pupils and staff. 	SENDCo	Ongoing	<ul style="list-style-type: none"> • Equality of access to the curriculum. • Equality of access to the curriculum and information.

	<p>Brook Mead Bonus Time electives.</p> <ul style="list-style-type: none"> • There are inclusive play opportunities provided for all pupils. • The use of multimedia • activities and interactive ICT equipment to support specific curriculum areas. • Professional learning to ensure all staff are knowledgeable of the impact of ASD / epilepsy /attachment disorder on learning. 					
<p>Improve and maintain access to the physical environment</p> <ul style="list-style-type: none"> • Doors made easier to operate by wheelchair users • Ramps to replace steps on all external access doors and fire doors. • Identification of disabled toilets. 	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Accessible toilets and changing facilities. • Library shelves at wheelchair accessible height • School is well signposted • Secure gates – only authorised cars can drive into the school car park. • Easy access to the main school building directly from the car park, leading to main reception area of the school. 	<ul style="list-style-type: none"> • Installation of push button opening mechanism on doors. • Installation of ramps for external access • Ensure all disabled toilets have signs. • Relocate hand drier near • to sink and at appropriate level. • Installation of pull cord near toilet in disabled changing room. • Personal Emergency Evacuation 	<ul style="list-style-type: none"> • Sourcing of necessary signage for current and new sites. Staff to be trained in ways to improve delivery of information. • Pupils and parents with disabilities have equal access to information. • All stakeholders with disabilities able to find their way around school easily. Safer evacuation during emergency situations. 	<p>Trust Estates Manager</p> <p>Senior Premises Officer</p>	<p>When reasonably practical</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Fully compliant building and grounds. • Fully compliant buildings and grounds. • Greater access for disabled pupils and staff. • Disabled facilities easily identifiable. Disabled facilities easier to use. • Fully compliant buildings and grounds. Safety of pupils and staff improved. Safety of

<ul style="list-style-type: none"> • Ease of use for hand washing and drying in disabled toilet. • Independent access to disabled changing room. <ul style="list-style-type: none"> • Emergency cord in disabled changing room. • Evacuation from upper levels 	<ul style="list-style-type: none"> • The reception desk is low enough for wheelchairs users to speak with the receptionist. • Disabled toilets located in all blocks and, in general, well signed and include toilet safety handle bars, sink, hand dryer and emergency pull cord. <ul style="list-style-type: none"> • Classrooms – very spacious. Furniture could be moved if necessary to allow easy access for wheelchair users to manoeuvre independently. • Good standard of daylight throughout the school. • All floor spaces left uncluttered. 	<p>Plans in place for disabled pupils and staff.</p>	<ul style="list-style-type: none"> • Audit of site taken, to consider accessibility for all stakeholders. • Hygiene improved and ease of use for disabled pupils, staff and visitors. • Improved safety of disabled pupils and staff. • All stakeholders benefit from the fully inclusive nature of the Academy buildings and grounds. 			<p>pupils improved during emergencies.</p>
<p>Improve the delivery of information to pupils with a disability</p> <ul style="list-style-type: none"> • To enable improved access to written information. • Signage around school. 	<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. • Pictorial or symbolic representations. 	<ul style="list-style-type: none"> • Pupils with a SEN or a disability are able to access all information necessary. • Raising awareness of font size and page layout. Audit signage around the school to ensure it is accessible to all. 		<p>SENDCo</p> <p>Senior Premises Team</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Equality of access to information and opportunities. • Equality of access to school facilities.

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

Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main site: 3 building – A-block, single storey; B-block, 2 storey; C-block, 2 storey. Upper site: 2 storeys.	General maintenance – daily basis.	Premises staff	Ongoing
Corridor access	Daily	Keeping corridors clear so scholars and staff of all needs can safely access the buildings and the teaching spaces.	Premises staff	Ongoing
Lifts	None.		Premises staff	Ongoing
Parking bays	Main: Upper: 5 bays, 1 disabled space. Street permits for staff.	Ensure people are parked in correct bays.	Premises staff	Ongoing
Entrances	Main and Upper site	Ensure they are accessible to all.	Premises staff	Ongoing
Ramps	Main and Upper site	Ensure they are accessible to all. Inspect monthly for any defects.	Premises staff	Ongoing
Toilets	Main: 3 disabled toilets – 1 in each block. Upper: 1 disabled toilet on ground floor.	General maintenance.	Premises staff	Ongoing

Reception area	Reception area at both sites in accessible.		Premises staff	Ongoing
Internal signage	Clear signage.	Ensure signage is clear.	Premises staff	Ongoing
Emergency escape routes	Escape routes for every room across both sites with clear signage of exit routes. Weekly fire alarm test.	Fire evacuation drills every term.	Premises staff	Ongoing

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.