

Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all academies 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

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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.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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,

The Rushey Mead Academy Accessibility Plan was compiled using information from the Accessibility User Survey carried out by Ash Field Academy (Appendix 2).

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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <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>Ensure curriculum materials accessible</p> <p>Specialist, auxiliary aids and equipment</p> <p>New students</p>	<p>Ensure font size, layout and coloured paper allows curriculum material to be easily read.</p> <p>Provide specialist or auxiliary aids and equipment to students.</p> <p>Review student records ensuring awareness of disabilities of new students.</p>	<p>SENCO</p> <p>SENCO</p> <p>Data Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Equality of access to the curriculum.</p> <p>Equality of access to the curriculum.</p> <p>Equality of access to the curriculum.</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. • 5 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 sliding doors allowing easy access for wheelchair users to enter the building. • 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 	<p>Doors to be made easier to operate by wheelchair users.</p> <p>Ramps to replace steps on all external access doors and fire doors.</p> <p>Independent access to disabled changing rooms.</p> <p>Evacuation from upper levels.</p>	<p>Installation of push button opening mechanism on doors throughout the academy.</p> <p>Safer evacuation during emergency situations.</p> <p>Installation of independent access mechanism to disabled changing rooms</p> <p>Personal Emergency Evacuation Plans in place for all disabled students and staff.</p>	<p>Estates and Compliance Manager</p> <p>Estates and Compliance Manager</p> <p>Estates and Compliance Manager</p> <p>Student support/ Data Manager</p>	<p>When reasonably practicable</p> <p>When reasonably practicable</p> <p>Summer 2021</p> <p>Ongoing</p>	<p>Fully compliant buildings and grounds</p> <p>Fully compliant buildings and grounds</p> <p>Fully compliant buildings and grounds</p> <p>Safety of students improved during emergencies.</p>
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	<p>height of our wheelchair users.</p> <ul style="list-style-type: none">• 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.• Blocks A & D wheelchair users are able to gain access• Disabled toilets located in all blocks and, in general, well signed and include toilet safety handle bars, sink, hand dryer and an emergency pull cord.• Restaurant - good open seating area. Chairs can be moved in order to allow wheelchair users access.• Good wheelchair access to areas such as the Design Room, Library and Music Room (built-in ramp to stage area).• Corridors - a one-way system which helps to					
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	<p>keep people moving round.</p> <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. 					
<p>Improve the delivery of information to pupils with a disability</p>	<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 • Braille • Induction loops • Pictorial or symbolic representations 	<p>To enable improved access to written information.</p>	<p>Raising awareness of font size and page layout.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Students & parents with disabilities have equal access to information</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 Board on behalf of the Trust, and the Principal on behalf of the academy.

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

6. Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				



Accessibility User Survey by Ash Field Academy



Location: Rushey Mead School

Surveyed by:

Students - Jodi Read & Sophia Bennett

Staff - Ranjeet Gangar

Date of Survey: Friday 5th June, 2015

Context:

On Friday 5th June 2015, we visited Rushey Mead School to complete a 'Disability User Survey'. This was our first visit to the school.

One wheelchair user and one ambulant person attended the survey. The wheelchair was an adult sized electric chair.

We arrived at the school on Friday morning, and were greeted by Sheila Carr and Derek Forman, who introduced us to the school, and also accompanied us on our tour. This report is our feedback on what we found.

What we were impressed by:

- Rushey Mead is a well sign posted school.
- Secure gates - only authorised cars can drive into the school car park.
- There are 5 disabled parking bays located within the car park.
- There is 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 sliding doors allowing easy access for wheelchair users to enter the building.
- The reception desk is at a great height, low enough for wheelchair users to speak with the receptionist.
- Dance Studio - we thought this was a great space in which pupils can learn and rehearse and had shown to be equipped for purpose.
- Gym - a great amount of equipment for pupils to use when exercising.
- Disabled Changing Area - pull cord hanging near to the shower.
- The lift - both students were very impressed that the school has its very own lift to allow wheelchair users access to the upper level of the school.
- The lift - the buttons were located at the height of our wheelchair users.
- Outdoor playground - great use of outdoor space which provides inclusive play opportunities for all pupils, basketball hoops and table tennis tables x3.
- Outdoor seating area - plenty of room for wheelchair users to sit at the tables.
- Block D - wheelchair users are able to gain access into this building.
- Disabled toilet - sign on door to indicate it being a disabled toilet.
- Disabled toilet - has everything that it needs in terms of toilet safety handle bars, sink, hand dryer and an emergency pull cord.

- Humanities Block - also has a good disabled toilet.
- Restaurant - good open seating area. Chairs can be moved in order to allow wheelchair users access.
- Block A - wheelchair users are able to gain access into this building.
- Design Room - very accessible as Jodi was able to manoeuvre her wheelchair into a workstation.
- Music Room - good access through with a built-in ramp up to the stage area.
- Library - extremely spacious and boosts natural light. A majority of the bookshelves are at a good level for pupils to gain independent access.
- Corridors - a one-way system which helps to keep people moving round.
- Classrooms - very spacious. Furniture could be moved if necessary, to allow easy access for wheelchair users to manoeuvre independently.
- Classroom and corridor displays - these were very impressive. They showed great insight into what pupils had been learning, with eye catching images and text.
- Clear fire exit signs.
- Good standard of daylight throughout the school.
- Despite our presence, pupils showed to be highly engaged in their lessons.
- We felt that the school provides a warm, positive learning environment.
- All the staff and pupils were very welcoming towards us.

What we found hard:

- Block A - the fire exit double doors need to be pushed and held open for wheelchair users.
- Outdoor changing area - the step restricts wheelchair users from gaining access into this area. To make it fully accessible, a ramp could be installed to allow easy access for all.
- Block E - Doors need to be held open for wheelchair users.
- Sports Cafe - doors need to be held open for wheelchair users.
- Dance Studio - no access in or out of this classroom for wheelchair users via the fire exit due to the step. This would pose a risk for wheelchair users in an emergency.
- Gym - Jodi was unable to fully enter into this room due to the equipment restricting her wheelchair access. In order to allow wheelchair users access, the equipment could be moved around to make it more accessible.
- Disabled Toilet - there is no sign on the door indicating it is a disabled toilet.
- Disabled Toilet - Jodi pointed out that the sink and hand dryer were on opposite sides of the wall. This would mean that once a wheelchair user had washed their hands, they would need to manoeuvre their wheelchair (with wet hands) to gain access to the hand dryer.
- Disabled Changing Area - there is no independent access into the changing room, and no pull cord hanging near to the toilet.
- No evacuation chair located on upper level of school building - could help disabled people in the event of an emergency to exit the upper levels.
- Music Room - the fire exit is inaccessible for wheelchair users due to the step.

- There are a number of doors within the school which need to be opened manually and held open for wheelchair users. In order to make it more accessible, the main doors could be replaced with *push to open* button doors.
- Fire exits - there are many fire exits located around the school which are inaccessible for wheelchair users due to the steps. This would pose a risk for wheelchair users in an emergency situation.

Summary:

Overall, we feel that Rushey Mead is a fairly accessible school. We feel that the most important points have been noted in this report and we hope they help. We thank you for your kind welcome and for inviting us to do this survey. Everyone we spoke to made us feel extremely welcome.

Ranjeet Gangar

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[Ash Field Academy](#)