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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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	24/11/2020	DF	Template and audit populated
3.0	08/09/2023	MG	Template and Audit updated

Contents

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 at Rushey Mead recognise the need to provide adequate resources in order for everyone to have the chance of reaching their full potential, this is done by implementing plans and constantly reviewing 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,

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	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. 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.	Ensure curriculum materials accessible Specialist, auxiliary aids and equipment New students	Ensure font size, layout and coloured paper allows curriculum material to be easily read. Provide specialist or auxiliary aids and equipment to students. Review student records ensuring awareness of disabilities of new students.	SENDCO SENDCO Data Manager	Ongoing Ongoing Ongoing	Equality of access to the curriculum. Equality of access to the curriculum. Equality of access to the curriculum.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required, this includes: • School well sign-posted. • Secure gates - only authorised cars can drive into the school car park. • 10 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	Doors to be made easier to operate by wheelchair users.	Installation of push button opening mechanism on doors throughout the academy.	Estates and Site Manager	When reasonably practicable	Fully compliant buildings and grounds
		Ramps to replace steps on all external access doors and fire doors.	Safer evacuation during emergency situations.	Estates and Site Manager	When reasonably practicable	Fully compliant buildings and grounds
		Independent access to disabled changing rooms.	Installation of independent access mechanism to disabled changing rooms	Estates and Site Manager	Summer 2021	Fully compliant buildings and grounds
		Evacuation from upper levels.	Personal Emergency Evacuation Plans in place for all disabled students and staff.	Student support/ Data Manager	Ongoing	Safety of students improved during emergencies.

	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. • 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				

	keep people moving round. • 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.					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	To enable improved access to written information.	Raising awareness of font size and page layout.	SENDCO	Ongoing	Students & parents 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 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	2 Storey building, blocks A,B,C,E & F Single storey Block D	General maintenance- daily basis	Premises Staff	Daily
Corridor access	Daily	Keeping corridors clear so that all children of all needs can access the building and the teaching spaces.	Premises Staff	Daily
Lifts	4 Lifts checked daily. Alarm call checked weekly.	Serviced 4 times a year - every 3 months	Premises Staff	Daily
Parking bays	57 visitors 151 staff 10 disabled	Ensure people are parked in correct bays	Premises Staff	Daily
Entrances	A block = 6 B block = 6	Ensure they are accessible to all	Premises Staff	Daily

	C block =3 D block =3 E block =5 F block =3			
Ramps	2 x portable ramps	Ensure the ramps are fit for purpose	Premises Staff	Daily
Toilets	Accessible 17 Non-accessible 84	General maintenance- daily basis	Premises Staff	Daily
Reception area	1 accessible reception area at the front of A block	General maintenance- daily basis	Premises Staff	Daily
Internal signage	Clear signage	Ensure the signs are clear	Premises Staff	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Daily Invacuation- every year Evacuation – every term	Premises Staff	Daily