

## Accessibility Plan

Getting to the academy	TICK	ACTION & TIMESCALE	OUTCOME
Is the school accessible by public transport?	✓		
Is the school accessible by taxi, right to the door?	✓		
Approach to the building	TICK	ACTION & TIMESCALE	OUTCOME
Is there wheelchair access at the main entrance? If not, is there an alternative entrance nearby?	✓		
If there is an alternative accessible entrance, is this clearly signposted from the main entrance?	✓		
Is the door at pavement level (or are there steps or raised area going up to the building?)	✓		
If one is needed, is there a platform lift or a ramp suitable for wheelchair users?	<b>Not needed</b>		
If there is a removable ramp, how does a wheelchair user signal that he/she needs assistance?	<b>n/a</b>		
If there are steps, how many are there, and is there a hand-rail? (In addition to having a ramp.)	<b>n/a</b>		
Is the building easily found? (Good signage – e.g. large logo outside)	✓		
Is the bell/buzzer/intercom at a suitable height for wheelchair users and clearly distinguishable with audible and visual indication?	<b>x</b>	Contacted Mark Willet (Facilities) July 2017	
Are there automatic doors?	<b>x</b>		Member of staff to support with opening of gates and doors
Manual doors should have kick plates and distinguishable and easy to grip handles at an accessible height for wheelchair users. If there are double doors, these should be able to be individually opened.	✓		
Accessible parking	TICK	ACTION & TIMESCALE	OUTCOME
Is there parking available near to the school and are there restrictions	✓		
Is the car park close to the school?	✓		

<b>In the Building - Reception Desks</b>	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
If Reception is above or below the entrance level, is there a lift (other than a service lift)? What alternative is available if this lift is out of service?	N/A		
Ensure the height of the reception desk is at a good low height for wheelchair users. Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.	✓		
Ensure that if guests are kept waiting in the Reception area, that there are chairs available.	✓		
<b>In the academy - Corridors</b>	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
Check that routes to the rooms being used are well signed and easy to follow. Ideally all routes should be wheelchair friendly.	✓		
Ensure that all internal corridors are at least 1.5m wide.	✓		
Check that corridors are free from boxes and other barriers to ensure the safety of Visually Impaired guests	✓		
Ensure that floors are not slippery or there are long pile carpets, or that mats/rugs are well laid, all of which can restrict mobility.	✓		
If there are internal steps, ensure there are ramp facilities.	n/a		
Ensure that any staircase have rails on both sides.	x		Upper floors are only used to store resources – no general access needed
Signage – ensure that signage is kept simple and short, with good contrast lettering (e.g. black on white, ideally black on yellow background).	✓		Blue on white
Use symbols in addition to words - Contrasting wall and floor colours enhance independent way finding.	✓		
<b>Wheelchairs</b>	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
Size – Part M of the Building Regulations recommends the minimum dimensions of a lift to be a width of 1100mm, depth 1400 door opening 800mm, controls: between 900 and 1200mm above floor level, both within and outside the lift car.	N/A		
Are lift doors wide enough for a wheelchair?	N/A		

Is the lift big enough for a large wheelchair and at least 1 other person?	N/A		
Are there controls at a height suitable for wheelchair users?	N/A		
Are there Braille or tactile buttons and visual floor indication?	N/A		
Is there an audio floor indication?	N/A		
<b>Assistance Dogs</b>	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
Are assistance dogs allowed into the school?	✓		
Does the school provide water for assistance dogs?	✓		
Is there an adequate area for assistance dogs to be exercised?	✓		
<b>Accessible Toilets</b>	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
Check location of disabled toilets. Ideally these should be on the same level as the main rooms. If not, check that there are lifts etc. from the area. Needs to be close to the room, so that any users can get to/from the toilet in time during breaks.	✓		
There needs to be a minimum of one genuinely accessible toilet available at all times, within a convenient distance of the rooms being used.	✓		
Doors must be capable of opening and be at least 925mm wide.	✓		
Check the size of the toilet – is there enough space to manoeuvre a wheelchair?	✓		
Check the height of fittings in the toilet, including support rails. The sink should be accessible for someone sitting on the toilet.	✓		
Check the lock – it should be a lever lock, as opposed to a rotating lock.	✓		
Check there is an emergency cord (accessible from the toilet and also the floor)	✓		
<b>Emergency/Evacuation Procedure - School Procedures</b>	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
Is there a school emergency procedure?	✓		
Are there procedures in place for evacuating disabled people, including wheelchair users, in an emergency?	✓		

Where evacuation of wheelchair users relies on Evac Chairs, are there enough seats for the expected number of wheelchair users?	N/A		
Will school staff be available to evacuate disabled visitors, and have these staff had appropriate training?	✓ refer to policy		
<b>Emergency/Evacuation Procedure - Alarm and Security Systems</b>	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
Are there fire alarms that are audible/visible (i.e. flashing lights) to all? Is this available in all areas of the building, including the toilets?		Check visibility – including toilets. End of July 2017	
Is there access to the physical environment for all?	✓		
Are there access plans for disabled children as part of the individual PLP process?	✓		
Access to the curriculum	<b>TICK</b>	<b>ACTION &amp; TIMESCALE</b>	<b>OUTCOME</b>
Ensure all staff have specific training on disability issues		Contact SENd team to organise training – End of Autumn 2017	
All school trips and visits need to be accessible to all pupils	✓		
Review PE curriculum to ensure PE lessons are available to all pupils	✓		
Review curriculum areas and planning to include disability issue	✓		
Ensure disabled children can take part in extra-curricular activities	✓		