

Accessibility Plan

Date of Policy: October 2022

Latest Review Date: October 2025

Purpose

The purpose of this plan is to show how Worlaby Academy intends, over time, to maintain the accessibility of our academy for disabled pupils, staff and parents. Under the Equality Act 2010 academies should have an Accessibility Plan (**Appendix A**). The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The plan must be reviewed every three years and approved by the AAB. The review process can be delegated to a committee of the AAB, an individual or the Principal.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities

Aims

Worlaby Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, Academy Advisory Body (AAB) and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in academy life. The academy is active in promoting positive attitudes to disabled people in the academy and in planning to increase access to education for all disabled pupils. As part of the academy continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Objectives

The Accessibility Plan is structured to complement and support the academy's Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website. The academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy. The accessibility plan shows how access is to be

improved for disabled pupils, staff and visitors to the academy within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as all other pupils. This encompasses teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or academy visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

Wider aims and ethos

Our vision is for an inclusive school where everyone can flourish and achieve positive outcomes, regardless of socio-economic background, ethnicity, gender or barriers to learning.

Roles and Responsibilities

It is the responsibility of the SENDco to publish the policy and plan on the academy website. It is the responsibility of the AAB to monitor the plan.

Professional Development Opportunities

Whole academy training will recognise the need to continue raising awareness of equality issues for staff and AAB members to comply fully with the Equality Act 2010.

Consultation

This accessibility plan should be read in conjunction with the following academy policies, strategies and documents:

- Behaviour Policy;
- Equality and Diversity Policy;
- Health & Safety Policy;
- SEND Policy
- Academy Development Plan

Worlabby Academy – Accessibility Plan (Appendix A)

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?	√		
Are there steps or raised area going up to the building or is the door at pavement level?	N/A		
If one is needed, is there a platform lift or a ramp suitable for wheelchair users?	N/A		
If there is a removable ramp, how does a wheelchair user signal that he/she needs assistance?	N/A		
If there are steps, how many are there, and is there a hand-rail? (In addition to having a ramp.)	N/A		
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?	x		Advise people to telephone ahead to advise potential arrival time or telephone on arrival
What sort of door is there? Automatic doors are the ideal.	x		As above
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.	x		Support from staff in school
Accessible parking	TICK	ACTION & TIMESCALE	OUTCOME
Is there parking available near to the school and are there restrictions	√	Parking for visitors available on the playground and on the road outside school. Busy at drop off and pick up times	
Ensure you can inform people where the nearest car parking for blue badge holders is and provide them with specific distances and provide a map in advance.	√	Within the school playground	
How far is the car park from the school?	√	On the school playground – short distance	
In the Building - Reception Desks	TICK	ACTION & TIMESCALE	OUTCOME
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?	√	No lift required	

Ensure the height if 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.	√	Low level desk, suitable for wheelchair users	
Ensure that if guests are kept waiting in the Reception area, that there are chairs available.	√	Chairs available	
In the academy - Corridors	TICK	ACTION & TIMESCALE	OUTCOME
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.	√		
Ensure that any staircase have rails on both sides.	√		
Signage – ensure that signage is kept simple and short, with good contrast lettering (e.g. black on white, ideally black on yellow background).	√		
Use symbols in addition to words - Contrasting wall and floor colours enhance independent way finding.	√	Fire evacuation – symbols and words	
Wheelchairs	TICK	ACTION & TIMESCALE	OUTCOME
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		
Assistance Dogs	TICK	ACTION & TIMESCALE	OUTCOME
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?	√	Very close to the academy across the road in the recreation ground is adequate room	

Accessible Toilets	TICK	ACTION & TIMESCALE	OUTCOME
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)	√		
Emergency/Evacuation Procedure - School Procedures	TICK	ACTION & TIMESCALE	OUTCOME
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?	√	Advice available to staff in individual circumstances. Not required on a permanent basis	
Emergency/Evacuation Procedure - Alarm and Security Systems	TICK	ACTION & TIMESCALE	OUTCOME
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?	√		
Access to the physical environment	√		
Are there access plans for disabled children as part of the individual PLP process?	N/A		
Access to the curriculum	TICK	ACTION & TIMESCALE	OUTCOME
Ensure all staff have specific training on disability issues	√		
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	√		

Delta Academies Trust

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