



GREENWOOD ACADEMIES TRUST

Accessibility Plan for Queensmead Academy

April 2019 to April 2022

16.04.2019

Introduction

Improving the physical environment of academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

1. This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust Board, pupils, parents, staff and Advisory Councillors of the Academy and covers the period from April 2019 - April 2022
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
 - i. Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
 - ii. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled pupils in accessing the curriculum.
 - iii. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include hand-outs, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.
5. We acknowledge that there is a need for on-going awareness raising and training for staff, Trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
 - a. SEN and Disability Policy
 - b. Admissions Policy
 - c. Pupil Behaviour and Exclusions Policy
 - d. Every Child Matters

- e. Organisation of Pupil Learning
 - f. Education Brief
 - g. Academy Improvement Plans
 - h. Academy Brochures
 - i. Asset Management Plan
7. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.
 8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.
 9. The Academy Brochure will make reference to this Accessibility Plan.
 10. The Academy's Complaints Procedure covers the Accessibility Plan.
 11. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
 12. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP.
 13. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
 14. The Plan will be monitored by Ofsted as part of their inspection cycle.

Resources

Equality Act 2010

Regulatory Reform (fire Safety) Order 2005

Building Bulletin 102: Designing for disabled children and children with special educational needs

Building Bulletin 103: Area guidelines for Mainstream Schools

Building Bulletin 104: Area Guidelines for SEND and Alternative Provision

Building Regulations Approved Document M - Access to and Use of Buildings (2004)

British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.

British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.

Gov.Uk Fire Safety Risk Assessment- Escape for Disabled People
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf

LABC Building Regulations in Practice - Accessible Toilets by David Spooner
<http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf>

Physical Accessibility

Action Summary

No	Issue	Action	Legislation	Responsible Person	Completion date
1	The majority of corridors have CFL (Compact Fluorescent Light) fittings. Whilst adequate for the majority of users they provide insufficient light and contrast for those with a visual impairment.	<p>Replace bulbs with LED panel lights on a rolling programme, focusing on key access routes initially.</p> <p>NB Lights in rooms and spaces with 600x600 ceiling tiles can be replaced by site staff as panel lights are a direct replacement for the ceiling tiles and have 'plug and play' fittings.</p> <p>Approx. cost of fittings £20 per panel</p>	Equality Act Approved Document M	The Principal	Aim for main corridor and staffroom corridor fittings to be replaced by March 2021.
2	All accessible toilets have CFL light fittings. These do not reach full brightness immediately, which creates issues for the visually impaired, who require bright light with good contrast to be able to move around a space safely.	Replace existing fittings with LED panel lights and emergency light function to one unit per toilet (see above for cost of fittings)	Equality Act Approved Document M	The Principal	Jan 20
3	One of the KS2 toilets has the flush positioned on the wrong side (wall instead of open side). Both toilets have standard flush levers. Some disabled people use a closed fist, elbow or their chin to operate the flush hence require a spoon type lever.	<p>Reposition flush lever and replace levers on both accessible toilets with spoon type levers. See https://www.toolstation.com/enabler-less-able-cistern-lever/p27045 for details.</p> <p>Approx. cost of fittings £17.00 per lever</p>	Equality Act Approved Document M Building Bulletin BB102	The Principal	Jan 20
5	No lower height/adjustable height desks/worktops/sinks (carried over from 2016-19 actions)	Purchase height adjustable furniture as and when required	DfE Building Bulletin BB102	The Principal	As and when required

No	Issue	Action	Legislation	Responsible Person	Completion date
6	No hoist, shower seat or changing bed available (carried over from 2016-19 actions)	Shower seat, hoist and/or changing bed to be provided for the hygiene room	DfE Building Bulletin BB102	The Principal	As and when required
7	With the exception of item 5&6 above all items from the 2016-19 plan have been completed	N/A	N/A		N/A

With the exception of the items detailed in the action plan the following were identified as compliant

Mobility Impairment

There is level access into the academy in all parts of the building.
Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm
Pathways have a min clear width of 1200mm
Clear contrast between walls, floor and doors in main building.



COMMUNAL ENTRANCE AND RECEPTION AREAS

Automatic sliding door (with a minimum width of 900mm into lobby.
Threshold is accessible (does not impede wheelchair access).
Emergency exit (green button) and disabled push fitted to the inside of the door
Reception lobby is wide enough to accommodate a wheelchair and companion.
Counter: appropriate width & height, with adequate knee recess.

DINING AREAS

Access to and from the dining area is suitable width (1200mm double doors) for those with mobility impairment to move around.

CLASSROOMS

All classrooms have an external exit with level access and doors with a minimum width of 900mm.
Access routes around the classroom are level.
Level egress for emergency escape from all classrooms.

ACCESSIBLE WCS

There are three accessible toilets available on site as follows:
One in the hygiene room in the nursery/foundation area
Two in KS2 area
All accessible toilets have age appropriate fittings

HYGIENE ROOM

A hygiene room is available in the nursery/foundation area. Equipped with age appropriate shower and WC (see above).

Visual Impairment

LIGHTING AND CONTRAST

Lighting is suitable and sufficient.

Light sources do not create unnecessary shadows (shadows can create optical illusions).

Light levels through different rooms and levels are equal.

Walls, floors and doorways are of contrasting colours.

Colour scheme is simple and number of colours used is limited in public access areas.

Wooden door frame contrasts against white walls.



Hearing Impairment

Fixed hearing loop is available at reception. Appropriate signage is in place

Visual alarms (beacons) are installed and at the minimum required height where those with hearing impairment might be alone, such as accessible toilets.



Curriculum Accessibility

At Queensmead Academy we ensure we are...

- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, social, emotional & mental health).
- Using specialist colleagues to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Encouraging the use of clear, well-presented visual aids to support the learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Using a range of teaching methods and styles to facilitate access for all pupils: eg appropriate use of language, questioning techniques, individual, pair and group work, differentiation, learning partners, (visual/auditory/kinaesthetic).
- Using ability and mixed ability groups flexibly to target additional needs, with skilled TAs to support learning.
- Learning mentors deployed effectively to support vulnerable pupils.
- Ensuring all school trips and visits are inclusive to all.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with disabilities.
- Targeted interventions to support pupils with learning and or emotional needs.
- Recent training for a range of colleagues has taken place in SEND, Safer Handling, epi pen, asthma, and there are a high number of trained first aiders.

Queensmead Primary Academy Accessibility Plan 2019 - 2022

Improving the Curriculum Access at Queensmead Academy

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.1	Increase confidence of teaching staff in differentiating the curriculum. Develop consistent approach to differentiation.	Undertake audit of staff training needs on curriculum access and develop relevant training. Assign professional development sessions to training identified needs (e.g.) dyslexia, differentiation, alternative recording. Collate ideas about different methods of recording from Teachers and external agencies, such as Specialist Teaching Service.	Summer 2020 Summer 2020 On-going	SENCo Curriculum Lead SENCo SENCo Teachers	Raised confidence of staff in strategies and differentiation and increased pupil participation.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.2	Ensure that all children have access to the curriculum regardless of their disability.	<p>Adaptations to activities where necessary to enable every child in a class to access them.</p> <p>Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (eg. coloured backgrounds, visual and kinaesthetic resources, task lists, support materials etc.)</p> <p>Refer to and take advice from external agencies about provision required for specific children.</p> <p>Adapted laptops and tablets for visually impaired children where recommended.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	SENCO Teachers TAs	All children will be able to access the curriculum and show progress with learning regardless of their disability.
2.3	Ensure TA's/LSA's have access to specific training on disability issues.	<p>Use staff audit to identify LSA/TA's training needs and inform Professional Development process.</p> <p>TA's/LSA's to access relevant CPD courses each year.</p> <p>TA's/LSA's have relevant access to training on disability issues affecting children they work with.</p> <p>Work with TAs through PDRs to develop their specific skills.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Yearly</p>	SENCo Deputy Principal Principal	Raised confidence of TAs and LSAs as above.
2.4	Ensure all staff are aware of disabled children's curriculum access.	<p>Set up system of individual access plans for children with disabilities. This would be defined at Queensmead in the current IEP.</p> <p>Set up system for information to be shared with appropriate staff.</p>	<p>By Need</p> <p>On-going</p> <p>By Need</p>	SENCo Individual Teachers SENCo	All staff aware of individual pupil's access needs.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.5	Ensure appropriate staff are aware of, and able to use SEN resources.	<p>Audit all SEN ICT and other resources and make list available to all staff.</p> <p>Identify gaps in provision and look at purchasing resources to fill those gaps.</p> <p>Run individual training sessions on use of resources.</p>	<p>Autumn 2020</p> <p>On-going</p> <p>As required</p>	<p>SENCo</p> <p>SENCo ICT Co-ordinator</p> <p>SENCo ICT co-ordinator</p>	Wider use of SEN resources in mainstream classes.
2.6	Ensure all school trips are accessible to all.	<p>Ensure inclusion statement in Educational Visits policy.</p> <p>Develop guidance for staff and parents on making trips accessible. Develop appendix to Ed. Visits Policy</p> <p>Work with parents and trip destination staff to ensure access, and make appropriate plans.</p> <p>Ensure risk assessment includes accessibility issues.</p> <p>When organising a trip the school will take into account accessibility for all children in the group.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made <u>where possible</u>.</p>	<p>Summer 2019</p> <p>Summer 2019</p> <p>On-going By Need</p> <p>On-going By Need</p>	<p>Principal / All Staff</p> <p>Principal</p> <p>Staff organising the Educational Visits</p> <p style="text-align: center;">↓</p>	All children in school able to access all school trips and take part in a range of activities to meet need.
2.7	Review PE Curriculum to make PE accessible to all	<p>Gather information on accessible PE and Disability Sports.</p> <p>Invite disabled sports people in whenever possible.</p> <p>Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists regarding disabled children.</p>	<p>Spring 2019</p> <p>On-going</p> <p>2019/20</p> <p>By Need</p>	<p>PE Co-ordinator / SENCo</p> <p>GDFTE PE Director PE Co-ordinator</p>	All children able to access PE and disabled children are able to excel in sports.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.8	Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	<p>Ensure a range of disabilities are represented in curriculum resources, displays etc.</p> <p>Ensure disability issues are discussed with the children across the curriculum and in assemblies with specific reference to Queensmead.</p> <p>Promote awareness of disabled achievement and participation in the community e.g. Para Olympics. Seeking opportunities to get people in and/or raise awareness through international/national media.</p>	<p>2019/20</p> <p>On-going</p> <p>Annually</p>	<p>Leaders of Learning SENCo</p> <p>SMSC Leader Deputy Principal PSHE Leader</p> <p>Deputy Principal</p>	<p>Gradual introduction of disability issues into all curriculum areas.</p> <p>Rights Respecting Schools Award achieved. Inclusion Quality Mark achieved.</p>
2.9	Ensure disabled children participate equally in after school and lunch time activities.	<p>Survey participation in clubs at lunch and after school by disabled children.</p> <p>Consult parents of children with disabilities about out of school activities they would like their children to have. Or ways in which their children could access provided activities.</p> <p>Ensure that bodies providing after school activities have an access policy. Ensure effective liaison with providers about pupils with disabilities.</p>	<p>Autumn & Spring term 2019/20</p> <p>Summer 2020</p>	<p>360° Provision Lead</p> <p>360° Provision Lead</p>	Disabled children confident and able to participate equally in out of school activities.
2.10	Ensure all staff have access to disability equality training.	<p>Provide inset training for relevant staff on disability equality. See 2.1 above</p>	See 2.1 above	SENCo	All staff work from a disability equality perspective.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.11	Develop links with local and GDFT special schools to improve understanding of curriculum.	<p>Organise opportunities for staff to observe their curriculum area at Special schools in the area/trust.</p> <p>Establish links with SEN Director and COPA Special School.</p> <p>Encourage participation of children from special schools in auditing Queensmead facilities.</p>	<p>On-going By Need</p> <p>See 1.1/1.2 above</p>	SENCo Individual Teachers	Increased confidence of staff in developing their curriculum area accessibly.

3. Improving the Delivery of Written Information at Queensmead Primary Academy

Ref No	Targets	Strategies	Timescale	Responsibilities	Success Criteria
3.1	Review information to parents / carers to ensure it is accessible.	<p>Ensure academy questionnaire includes questions about access to school information.</p> <p>Ask parents / carers about access needs when child is admitted to school, including EAL.</p> <p>Proof Read all letters home to check for Plain English.</p> <p>Produce newsletter in alternative formats to meet need. Inform parents that other formats are available.</p> <p>Statement on website about accessibility options.</p>	<p>July 2020</p> <p>On-going</p> <p>On-going</p> <p>By Need</p> <p>Autumn 2020</p>	<p>Principal</p> <p>Academy Administrator</p> <p>Principal/Admin</p>	All parents getting information in format that they can access e.g. tape, large print, braille.

3.2	Ensure all staff are aware of guidance on accessible formats	Provide guidance on good practice in writing letters and other documents in accessible formats. Contact the Plain English Society for Guidance.	Autumn 2020	SENCo	Staff to produce routine information to children in more accessible ways.
3.3	Inclusive discussion of access to information in all parent consultations.	Ask parents / carers and children about access to information and preferred formats in all parent consultations.	On-going In Place	SENCo Parents Evenings	Staff more aware of pupil's preferred methods of communication.
3.4	Ensure academy information materials are accessible.	Seek advice making information accessible. Ensure brochure is in plain English etc. and ensure it explicitly welcomes disabled children and those with SEN. Provide alternative formats for access where needed. Posters for Support in place around academy (Access Support, Family Support, Pupils Support)	Annual Update By need Ongoing	Principal ANTH/LL/KH/LS/GG	Parents / carers feel confident in the information they have about the school.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
3.5	Increase support for parents of children with disabilities.	Produce an accessible SEN leaflet for the school. Routinely distribute information for relevant parent support groups. Establish regular SEN information mornings for parents to meet with SENCO and others.	Ongoing Ongoing Ongoing	SENCo	Increased confidence of parents of disabled children and those with SEN to support their children's education.
3.6	Children become more aware of their learning styles and access needs.	Include access to information in Reflection Time. Encourage pupils to express their access needs and explore learning styles.	On-going	All Teachers	Children able to articulate their access needs and understand their own learning styles.

Disability Access Provisions

All students with Disabilities attending academies sponsored by the Greenwood Academies Trust will be appropriately supported to access the full curriculum offered to all mainstream pupils. The Access Arrangement will be named on the Whole Academy or Individual Provision Map. The following table records the range of support available when needed according to individual needs.

Code	Disability Description/ Problem	Access 1 Parental liaison	Access 2 classroom support	Access 3 curriculum differentiation	Access 4 small group / intervention	Access 5 Visual support systems (eg. visual timetable)	Access 6 Individual workstation	Access 7 coloured overlay/ ruler	Access 8 physical aid	Access 9 digital aids (eg. laptop)	Access 10 Scribe for SATs	Access 11 Reader for SATs	Access 12 transition programme to secondary
AUT	ASD/Asperger's	✓	✓	✓	✓	✓	✓		✓	✓			✓
BEH	Behaviour	✓	✓	✓	✓	✓	✓						✓
COMM	Communication	✓	✓	✓	✓	✓				✓		✓	✓
CON	Consciousness	✓	✓	✓		✓			✓				✓
DDA	Palliative care	✓	✓	✓					appropriate seating etc	✓	✓		✓
EAT	Eating & drinking	✓	✓						Adapted cutlery				
HAND	Motor difficulties	✓	✓	✓	✓		✓		Adapted pencils /pens	✓	✓		✓
HEAR	Hearing	✓	✓	✓		✓			hearing aid/ Soundfield system				✓
INC	Incontinence	✓	✓						spare clothing				
LD	Learning difficulty	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
MED	Medication	✓											
MOB	Mobility	✓	✓	✓					appropriate aids e.g. adapted chair	✓	✓		✓
OTH	Other Disability/ health problem	✓	✓	✓	✓				✓	✓			✓
PC	Personal care	✓	✓						✓				✓

Disability Access Provisions contd.

Code	Disability Description/ Problem	Access 13 Breakfast Club	Access 14 staff training	Access 15 1-1 programme	Access 16 External Agency planning/advice	Access17 Breaktime activities/ supervision	Access 18 lunch club	Access 19 mealttime support	Access 20 administered meds	Access 21 CBT / counselling	Access 22 extended opportunities	Access 23 Physical Access
AUT	ASD/Asperger's	√	√	√	√	√	√	√	√		√	
BEH	Behaviour	√	√	√	√	√	√	√	√	✓	√	
COM	Communication	√	√	√	√	√	√	√		✓	√	
CON	Consciousness	√	√	√	√	√	√	√	√	✓	√	
DDA	Palliative care	√	√	√	√	√	√	√	√	✓	√	
EAT	Eating & drinking	√	√		√	√		√	√	✓	√	Mealtime adaptations
HAND	Motor difficulties	√	√		√	✓		√		✓	√	
HEAR	Hearing	√	√	√	√	√				✓	√	Visual signals to augment audible signals
INC	Incontinence	√	√		√				√	✓	√	Accessible Toilets
LD	Learning difficulty	√	√	√	√	√	✓	√		✓	√	
MED	Medication	√	√		√	√		√	√		√	
MOB	Mobility	√	√	√	√	√	√	√		✓	√	Ramps, lifts, chair lifts As appropriate
OTH	Other Disability/ health problem	√	√	✓	√	√	√	√	√	✓	√	
PC	Personal care	√	√	√	√	√	√	√			√	Accessible Toilet, Medical Room
VIS	Vision	√	√	√	√	√	√	√		✓	√	Clear routes through school