



GREENWOOD ACADEMIES TRUST

Accessibility Plan for Weston Favell Academy 2021 - 2024

This is a 3 Year Plan but reviewed annually

The Weston Favell Academy is determined to be an inclusive school. There is full wheelchair access to the Academy in compliance with building regulations.

The Academy does not have specialist teaching facilities for pupils with disability, with the exception of learning difficulties such as mild dyslexia or dyspraxia. All staff are made aware of individual pupils' particular needs and are given advice and support in teaching materials and styles to help them meet these needs. Medical support is also made available where necessary and appropriate.

Every effort is made to ensure that pupils with a disability are able to take a full and active part in our Academy life.

The Academy can provide a copy of its Disability Equality policy upon request - please contact the main office on 01604 402121.

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

Introduction

1. 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.
2. 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:
 - a. 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.
 - b. 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.
 - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include handouts, 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.
3. 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.
4. We acknowledge that there is a need for ongoing 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.
5. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
 - SEN and Disability Policy
 - Admissions Policy
 - Pupil Behaviour and Exclusions Policy
 - Organisation of Pupil Learning
 - Education Brief
 - Academy Improvement Plans
 - Academy Brochures
 - Asset Management Plan
6. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team. 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.

7. 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'.
8. The Academy Brochure will make reference to this Accessibility Plan.
9. The Academy's Complaints Procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
11. 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.
12. The Academy will work in partnership with all stakeholders in developing and implementing this plan
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

Resources

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

Building Bulletin 103: Area guidelines for Mainstream Schools

Approved Document M

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf

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

Physical Access Action summary

No	Issue	Action	Responsible Person	Completion date
1.	Improvements required in Disabled toilets.	The paper towel dispensers in the Disabled toilets need to be repositioned. This will allow easier access when using the Disabled Toilets.	The Principal	September 2022
2.	Following an inspection of the Wembley Steps work is required to update the condition of the steps.	Replace the stair nosings for visually impaired access on the Wembley Steps	The Principal	Summer 2023
3.	The disable car parking space markings are becoming worn and will fade with time and use.	Reinstate the Disabled Parking Space Lines in the car park	The Principal	Summer 2024

Mobility Impairment



Circulation routes

There is level access into the academy from the front and rear of the building.

Car park surface is even with no holes and designated accessible parking spaces.

Joints between surfaces and pavers are not more than 5mm wide.

Inspection chamber covers and service inspection chambers are flush with the surface.

Designated accessible parking spaces are available with drop kerbs and level access to pedestrian walkway.

Communication box at entry to the building is no more than 1200mm from ground level

Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm

RAMPS

Ramped approaches are:

- Of suitable gradient
- Has a clear width of 900mm
- Has a top and bottom landing
- has an intermediate landing provided between flights and at any change of direction
- Every landing is a minimum of 1200mm long, clear of the swing of any door or gate
- Has kerb/ edging min100mm high
- Handrails set at 900-1000mm height

STEPS AND STAIRS

There are no steep slopes or drops at the rear of footpaths.

Steps are uniform with a step of between 150-170mm and a going of 250-425mm and have a minimum width of 900mm

Landings are provided at the top and bottom with a min length of 900mm

Every flight with three or more risers has a suitable handrail to one side and to both sides where flight is wider than 1000mm to aid those with mobility impairment.

Handrails are:

- continuous across flights and landings
- easy to grip, and provides good forearm support for those unable to grip,

Handrails extend a minimum 300mm beyond the top and bottom step and have closed ends.

REFUGE POINTS

Refuge points, large enough to accommodate at least one wheelchair without hindrance to other people, are available in protected stairwells.

Any person working or visiting the academy that would make use of the refuge areas are assigned a buddy and both are allowed to keep their phones to communicate to the Evacuation Control Officer their position and progress.

COMMUNAL PASSENGER LIFTS

Lift alarm tested weekly

Mirror available on far wall to enable a wheelchair user to see that no one is behind them to exit when the door is open and a person suffering from claustrophobia perceives a bigger space

Clear landing min 1.5m long and 1.5m wide in front of lift at every level

Doors have a clear opening width of 800mm Car is min 900mm wide and 1250mm deep

Landing and car controls are of suitable height and location. .

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is accessible (does not impede wheelchair access)

Office staff are available to open the doors if they are too heavy or awkward

Emergency exit (green button) fitted to the inside

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 for those with mobility impairment to move around.

Furniture is suitable for use for those in a wheelchair and allows interaction between all pupils and staff whilst dining.

Classrooms

Access routes around the classroom are suitable for use by any person with mobility impairment.

Accessible WCs

Accessible WC(s) available for staff use plus separate facilities for pupils with sufficient manoeuvring space inside and outside. Washing facilities can be easily reached from the toilet to allow a user to clean their hands before leaving, thus not soiling their equipment.

Visual Impairment

LIGHTING AND CONTRAST

Lighting is suitable and sufficient

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

Glare is avoided from shiny or glossy surfaces

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 Manifestations present across glass doors

COMMUNAL LIFTS

Tactile indication, to identify each storey, is provided on the landing and adjacent to the call button

Tactile indication to confirm the floor selection is provided on, or adjacent to, the lift buttons within the car

A raised button within the car indicates the ground floor

CIRCULATION ROUTES

Circulation routes around the building are of sufficient width to accommodate visually impaired person using a long cane or with an assistance dog or person.

Highlighted nosings are provided on each step's tread and riser, to help visually impaired people identify the location of the steps. Handrails are easily distinguishable from the background through the use of good visual contrast.

There was nothing overhanging within a walkway that would pose an obstacle for a visually impaired person.

Hearing Impairment

Fixed hearing loop is available at reception.



Visual alarms (beacons) are in use in where those with hearing impairment might be alone, such as accessible toilets, and where the background noise might exceed 90 dB(A) or where hearing protection is likely to be used for example in music rooms and D&T rooms

COMMUNAL LIFTS

The lift incorporates a signalling system that gives visual notification that the lift is answering a landing call

Curriculum Accessibility

Weston Favell Academy buildings were formally opened in 2009 and are fully accessible. Our facilities include ramp or lift access to all rooms and outside areas, complying with all DDA Standards

We use a number of aids to allow pupils to access our curriculum. This is looked at on an individual basis but can include:

- Tinted Overlays
- Tinted Glasses
- Laptops
- Tinted Exercise Books
- Tinted Worksheets

For students taking public examinations, we carry out extensive testing and if necessary, provide suitable exam access arrangements.

Curriculum Access Action summary

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially through appropriate deployment of staff, timetabling and curriculum options. It also covers the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits; staff information and training and the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

No	Target	Action	Responsible Person	Completion date
1	To ensure that pupils have access to 'Remote Home Learning'.	<ul style="list-style-type: none"> Follow the new DFE guidelines on remote home learning Ensure consistency in the approach to remote home learning for pupils who are not in school Set out expectations for all members of the school community with regards to remote learning Provide appropriate guidelines for data protection 	The Principal	As and when required
2	Provide curriculum resources in forms accessible to visually impaired pupils	<ul style="list-style-type: none"> Work in association with the Visually Impaired Teachers from the local Authority 	SENDCo	As and when required

Information Access Action summary

This places a duty on the school to 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 school and school events. All information should be made available in various preferred formats within a reasonable timeframe.

No	Target	Action	Responsible Person	Completion date
1	Provide translated documentation for non-English speaking pupils, staff, parents and visitors	<ul style="list-style-type: none"> • Have a list of main languages spoken by parents • Create a list of documentation to be available in alternate languages • Generate translations • Make translations available 	PCU	Sep 2022
2	Provide induction loops to support hearing impaired access to information	<ul style="list-style-type: none"> • Investigate installation of induction loop in main reception • Source portable induction loops 	PCU	As and when required
3	Provide Braille documentation for visually impaired pupils, staff, parents and visitors	<ul style="list-style-type: none"> • Create a list of documentation to be available in Braille • Generate translations • Make translations available 	PCU	Sep 2022