

Accessibility plan

Charles Read Academy



CHARLES READ
ACADEMY

Broadening Horizons

Approved by: Robert Sloan

Date: 1/10/17

Last reviewed on:

Next review due by: 31/8/18

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit	7

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.

Charles Read is a highly inclusive academy and we believe that regardless of disability, every person in the academy should have access to the broad range of educational, sporting and enriching opportunities.

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.

Charles Read is part of the David Ross Education Trust and therefore works closely with other academy and the Core team to ensure our buildings and curriculum meet the needs of all learners.

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, pupils, parents, staff and governors of the academy.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Charles Read Academy offers a differentiated curriculum for all pupils.</p> <p>Quality first teaching ensures that all pupils can access the curriculum</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure that no student is excluded from any activity because of a disability.</p> <p>The progress of pupils with a disability is in line with other students in the academy.</p>	<p>Maintain a broad and balanced curriculum purchasing resources or making amendments that would mean students with a disability would be able to access it.</p> <p>Progress of those with a disability provides evidence that it is line with their targets and the progress of other students.</p>	<p>R Sloan</p>	<p>July 2018</p>	<p>Full access to the curriculum for all students</p> <p>No gaps in progress between those students with a disability and their peers.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Wheel chair accessible tables as required • Seating that is adapted to specific needs • Disabled parking bays • Disabled toilets • Specialist equipment such as chairs have been purchased where required. 	<p>Improve access to the site further by ensuring all areas of the academy are accessible to those with disabilities</p>	<p>Audit the current access arrangements</p> <p>Provide reasonable adjustments to the site to ensure as much access as possible</p>	<p>DRET Estates Team</p>	<p>July 2018</p>	<p>All <i>reasonable</i> adjustments have been made to facilitate access to those with a disability</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Teachers at the academy would adapt work to suit the needs of pupils with a disability. This may include</p> <ul style="list-style-type: none"> • Using a specific font • Changing the background of information so that text can be read more easily • Enlarging a font so it can be read more easily 	<p>Information delivered in lessons is differentiated to meet the needs of all learners.</p> <p>Information relating to aspects of the academy is adapted to meet the needs of individuals e.g. the academy newsletter.</p> <p>Signage around the academy is improved as required.</p>	<p>Lesson observations and work scrutiny by SLT evidence differentiation for those with a disability.</p>	<p>R Sloan Site team</p>	<p>July 2018</p>	<p>Information is delivered to those with a disability in a format that meets their needs.</p>

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 - Access to rooms above the ground floor may be difficult/impossible for those with a physical disability.	The estates team to investigate the feasibility of installing a lift should this be required.	DRET Estates	
Corridor access	Corridors are narrow and would be difficult to navigate for a wheelchair user.	Corridors should be surveyed to see what reasonable actions could be taken to ensure wheelchair access.	DRET Estates	
Lifts	There are no lifts in the building	See item 1		
Parking bays	There are currently 2 disabled Parking Bays, but they are not well marked	Re-paint parking bays to the compliant width. Mark with vertical signage that these bays are for disabled users only.	Site team	Mar 18
Entrances	There are 3 multiple entrances to the ground floor	Make preparations for the doors to be electronically self-opening if this is required in the future.	DRET Estates	July 18
Ramps	There is ramp access to the ground floor.	Check that this is compliant with current regulations	DRET Estates team	Mar 18

Toilets	There are 2 disabled access toilets	None		
Reception area	Reception area can be accessed by those with a disability	None		
Internal signage	Internal signage is old and would not be useful for those with a disability. All emergency exits are labelled and signposted	Review current signage, prepare and install compliant signage	DRET Estates team	July 18
Emergency escape routes	Emergency escape routes are labelled, but could not be accessed by those with a disability.	A personal evacuation plan should be completed for each student with a physical disability.	R Sloan	November 18