Accessibility Plan for

Nottingham Girls Academy

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20.02.2020

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 February 2020 – February 2023.

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:
   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 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:

   - SEN and Disability Policy
   - Admissions Policy
   - Pupil Behaviour and Exclusions Policy
   - Every Child Matters

- Organisation of Pupil Learning
- Education Brief
- Academy Improvement Plans
- Academy Brochures
- 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

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

Action summary

No	Issue	Action	Responsible Person	Completion date
1.	There are no height adjustable facilities e.g. desks, workbenches etc. in the D&T and science labs available for use by wheelchair users.	Arrange for height adjustable furniture to be purchased.	The Principal	31.08.2020
2.	The portable steps in the hall (used for performing arts) are not clearly marked; creating problems for those who are visually impaired.	Edges should be marked with a continuous 55mm wide contrasting strip (white, yellow, silver or black depending on the background colour) extending the full width on both the vertical and horizontal planes. There should be a minimum difference in Light Reflectance Value (LRV) of 30 between the background colour and the contrasting strip, slip resistant paint, tape or preformed edges (GRP, aluminium etc.) can be used.	The Principal	31.08.2020
3.	The ROSLA building has no suitable accessible WC for staff, pupils or visitors.	As accessible facilities are not available in this building any activities where people (staff, pupils or visitors) with a disability may be present must be held in a building with suitable facilities. Alternatively, accessible facilities should be installed in the ROSLA building.	The Principal	31.08.2020
4.	No hygiene room available.	Accessible WC adjacent to nurses' room can be converted and extended.	The Principal	As and when required (Review 6 monthly)

Mobility Impairment

Circulation routes

Someone who does not use a walking aid can manage to walk along a passage way less than 700mm wide, but just using a walking stick requires greater width than this; a minimum of 750mm. A person who uses two sticks or crutches, or a walking frame needs a minimum of 900mm, a wheelchair user and an ambulant person side-by-side need 1500mm width.

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

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

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

Communication box at entry to the school grounds is no more than 400mm from ground level

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

STEPS AND STAIRS

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

Every flight with three or more risers has a suitable handrail to one side

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.

All refuge points have an Emergency Voice Communication system which is regularly tested.

COMMUNAL PASSENGER LIFTS

Lift alarm tested weekly

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

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is level (does not impede wheelchair access)

Doors are not automatic. Reception is staffed during academy opening times and a member of staff would provide assistance to open the doors if required

Emergency exit (green button) fitted to the inside <mark>(is there a disabled push pad to open the door?)</mark>

Reception lobby is wide enough to accommodate a wheelchair and companion

Counter is 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 access for all users

Accessible WCs

Accessible WC(s) available for staff use plus separate facilities for pupils (with the exception of the ROSLA building)

Sufficient manoeuvring space outside the door to the WC

Height of toilet is 480mm and projection is 750mm

Flush lever is on the open side

Tap is located on the corner of the washbasin nearest to the toilet except in WC off the nurses' room.

The ceiling pull switch is located so that it can be operated from the toilet and from an adjacent floor area, the switch has two G pulls, one set at a height between 800 - 1000mm and the other set 100mm above floor level

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

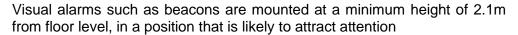Colour scheme is simple and number of colours used is limited

Painted door frames contrast against white walls

<u>CIRCULATION ROUTES</u>

Handrails are easily distinguishable from the background through the use of good visual contrast and have features to prevent guide dogs from walking under the rails, but with sufficient openings between vertical members to ensure that children and wheelchair users can see, and be seen, through the railings.

Unobstructed height above a pedestrian way is also important, especially for visually impaired people. This should be a minimum of 2300mm. There was nothing overhanging within a walkway that would pose an obstacle for a visually impaired person.

Hearing Impairment

Visual alarms such as beacons are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention

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

Curriculum accessibility

Improving Curriculum Access at Nottingham Girls' Academy

All Greenwood Trust Academies have in place a variety of access arrangements (see **'Disability Access Provision'** Page 6/7 below) **Equal Opportunities practices should be evident in** the formal curriculum (the programme of lessons), the informal curriculum (extra-curricular activities) and the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Access Report Ref.	Item	Activity	Timescale	Cost £ and person responsible
1	Access to written information for students with Dyslexia	Work with relevant faculties as necessary when an individual is identified.	On-going	ZSC
2	Ensure CPD Training Plan covers the full range of disabilities represented in the school and covers the changes to the CofP	SENDCo's to deliver introduction to SEND on first inset day of new academic year.. Training sessions for NQT's and ITT students built into the weekly CPD offer.	On-going	ASU/ZSC
3	SEND team to work with curriculum staff around physical needs/adaptations to allow full curriculum access for students with Physical/sensory impairments.	List of equipment available, in what areas, and named students.	By end summer term 2017	ASU
4	EHCP/SEND Support process including reviews written into SENDCo calendar	SENCO ensures all students at SEND support or ECHP requiring a termly review are calendared.	Summer term 2017 outline of SENDCo calendar to be updated termly with key dates.	ASU/ZSC

Improving the Delivery of Written Information at Nottingham Girls' Academy

Access Report Ref.	Item	Activity	Timescale	Cost £ and person responsible
1	Improve access to all written information for students and parents with EAL.	Brochures/newsletters/letters to students available in a range of most used languages and templates available for staff. A translator is provided where necessary.	On-going, templates available in frequently used languages by end academic year 2016-17.	Translator as necessary LMU – EAL Manager
2	Improve access to all written information for parents with Learning Difficulties.	Brochures/newsletters/school website are checked for accessibility at a low level of literacy.	December 2017, allows for changes to the website, addition of VLE	ASU/ZSC AGA-website/ICT
4	Improve access to all written information for students and parents with visual impairment.	Review documentation with a view of ensuring accessibility for students with visual impairment. Seek advice from Sensory Team on alternative formats and use of IT software to produce customized materials.	As necessary	SEND team Tutors for information
5	Improve access to all written information for students with communication difficulties e.g. ASD	Explore software for generating visual timetables etc e.g. WIDGET/PECS.	As necessary	£0 at present as N/A

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 according to individual needs.

Code	Disability Description/ Problem	Access 1 mentor	Access 2 classroom support	Access 3 buddy	Access 4 transition programme	Access 5 reader	Access 6 writer	Access 7 physical aid	Access 8 coloured overlay/ ruler	Access 9 virtual ruler	Access 10 curriculum differentiation	Access 11 small group	Access 12 desk location
AUT	ASD/Asperger's	√	√	√	√	√	√		√	√	√	√	√
BEH	Behaviour	√	√	√	√				√	√	√	√	√
COMM	Communication	√	√	√	√	√	√		√	√	√	√	√
CON	Consciousness	√	√	√	√				√	√		√	√
DDA	Palliative care	√	√	√	√	√	√	appropriate seating etc			√	√	√
EAT	Eating & drinking	√		√	√							√	
HAND	Hand function	√	√	√	√		√	hand support			√	√	
HEAR	Hearing	√	√	√	√			hearing aid/ radio mic.			√	√	√
INC	Incontinence	√	√					spare clothing				√	√
LD	Learning	√	√	√		√	√		√	√	√	√	√
MED	Medication	√										√	
MOB	Mobility	√	√	√	√		√	appropriate aids e.g. standing frame			√	√	√
OTH	Other Disability/ health problem	√	√	√	√	√	√				√	√	√
PC	Personal care	√	√		√							√	√
VIS	Vision	√	√	√	√	√	√	Distance camera/ magnified screen	√	√	√	√	√

Disability Access Provisions contd.

Code	Disability Description/Problem	Access 13 timeout pass	Access 14 staff training	Access 15 1-1 Intervention	Access 16 External Agency planning/advice	Access 18 lunch club	Access 19 mealtime support	Access 20 supervised meds	Access 22 extended opportunities
AUT	ASD/Asperger's	√	√	√	√	√	√	√	√
BEH	Behaviour	√	√	√	√	√	√	√	√
COMM	Communication		√	√	√	√	√		√
CON	Consciousness	√	√	√	√	√	√	√	√
DDA	Palliative care	√	√	√	√	√	√	√	√
EAT	Eating & drinking	√	√	√	√	√	√	√	√
HAND	Hand function		√	√	√		√		√
HEAR	Hearing		√	√	√	√			√
INC	Incontinence	√	√	√	√		√	√	√
LD	Learning		√	√	√	√	√		√
MED	Medication	√	√	√	√	√	√	√	√
MOB	Mobility	√	√	√	√	√	√		√
OTH	Other Disability/health problem	√	√	√	√	√	√	√	√
PC	Personal care	√	√	√	√	√	√		√
VIS	Vision		√	√	√	√	√		√

January 2017

Allison Suter SENDCo