

Academy Transformation Trust Further Education

# Accessibility Plan

Review date November 2021

**Accessibility Plan- Identifying Barriers to Access**

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. ( <b>Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack</b> )	█			
Grouping of Learners ( <b>differentiated lesson plans in place plus individual support</b> )	█			
Academy discipline and sanctions ( <b>reference Behaviour Policy</b> )	█			
Exclusion procedures ( <b>reference Exclusions Policy.</b> )	█			
Academy enrichment activities ( <b>full access as relevant also reference e.g. Off Site Visits Policy</b> ) Including registers of learners attending enrichment sessions		█		
Academy trips are made accessible to all learners irrespective of attainment or impairment? ( <b>trips policy and risk assessments</b> )		█		
The academy's arrangements for working with other funding providers/ organisations	█			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	█			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled learners	█			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, outdoor sporting facilities, and common rooms – allow access for all learners	█			
Learners who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	█			
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.	█			
Emergency and evacuation systems are set up to inform ALL learners, including learners with SEN and disabilities; including alarms with both visual and auditory components.		█		
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.		█		
The décor or signage is not confusing or disorientating for disabled learners with visual impairment, autism or epilepsy.	█			

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which learners should have access are well lit.				
Steps have been taken to reduce background noise for hearing impaired learners such as considering a room's acoustics and noisy equipment.				
There is ease of access to all academy facilities.				
Activities to support the curriculum have appropriate risk assessments in place to ensure equality of access.				
The academy has in place emergency procedures which takes into account the needs of all learners.				
Learners have access to a safe area for taking medication e.g. diabetes, ADHD medicines and that supervision is provided as required.				
The academy has robust risk assessments in place for safeguarding learners in teaching locations that are external to the Academy.				

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all learners to achieve.	█			
Teachers and teaching assistants have the necessary training to teach and support disabled learners.		█		
All lessons are responsive to learner diversity.	█			
Lessons involve work to be done by individuals, pairs, groups and the whole Class.	█			
All learners are encouraged to take part in Wellbeing activities such as creative, physical etc	█			
Staff provide alternative ways of giving access to experience or understanding for disadvantaged learners who cannot engage in particular activities, for example some forms of exercise in physical education.	█			
The academy provides access to computer technology appropriate for learners with disabilities.	█			
Classroom organisation allows for the needs of all learners.	█			
Timetable design takes note of any learner who may have a disability or a special educational need.	█			
All learners are given consideration for assessment and exam arrangements.	█			
All learners are prepared for the next phase of education.	█			

Staff recognise and allow for the mental effort expended by some disabled learners, for example using lip reading.				
Staff recognise and allow for the additional time required by some disabled learners to use equipment in practical work.				
There are high expectations of all learners.				
Staff seek to remove all barriers to learning and participation. ( <b>reference <i>Equal Opportunities Policy</i></b> )				

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for learners and prospective learners who may have difficulty with standard forms of printed information.				
The academy can produce written information in different formats (as required)				
Staff are familiar with technology and practices developed to assist people with disabilities.				
All staff, learners and parents have access to information.				

## Accessibility Plan- Key Recommendations

	<b>KEY RECOMMENDATIONS</b>
<b>Physical Access</b>	<ul style="list-style-type: none"><li>• Review the requirement for a perimeter fence arrangement around the front of the academy to further secure the main entrance to the site.</li><li>• Ensure a range of support staff have specific training on disability/manoeuvrability and safe handling training Reminder to all staff that visitors should be accompanied at all times and not left to wander the site.</li><li>• Evacuation procedures for key students with correct equipment - Ensure all disabled learners can be safely evacuated.</li><li>• Equipment and risk assessment for movement written in collaboration with PDS.</li></ul>
<b>Curriculum Access</b>	<ul style="list-style-type: none"><li>• Increase confidence of all staff in differentiating the curriculum</li><li>• Ensure classroom resources meet the needs of specific learners</li><li>• Ensure equal access to classroom resources through suitable adaptation</li><li>• Ensure tutors have been trained in using our SEND strategy cards</li></ul>
<b>Information Access</b>	<ul style="list-style-type: none"><li>• Ensure learner risk assessments are fully up to date and regularly reviewed and amended where required.</li><li>• Ensure medical plan/policy is fully implemented</li><li>• Review staff/students with a physical/sensory disability to have a PEEP in place</li></ul>

## Access Plan

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Visitors should not be left on site unaccompanied.	Remind staff to accompany visitors on site at all times	No visitors left unattended	Ongoing	MGt	Safeguarding procedures met and staff safe in the event of an emergency
	Risk assessments for vulnerable learners (on risk plan register) are properly recorded and amended and quality assured regularly	Appoint new structure to create extra capacity	Risk assessments are fit for purpose and meet the needs of learners and actions are followed up.	Ongoing	Safeguarding team	Learners are safe and systems are fully effective.
	All staff, visitors, governors, volunteers complete an induction to KCSiE 2020 before starting to work on site. Contractors are provided with SCA KCSiE 2020 procedures	Online 60 minute module with certification	All staff certificated.	Ongoing	SMt	All aware of their role and duty around safeguarding



	To ensure plans are in place to evacuate anyone with a physical or sensory difficulty safely in the event of an emergency	Check records to see who may need a PEEP and complete as applicable	Anyone with a physical or sensory difficulty will know what to do in the event of an emergency	Ongoing	MGt,	Staff/visitors/learners to have PEEP in place if they have an physical or sensory difficulties
	To ensure regular checks are carried out to ensure the new alarm system and CCTV system function as intended: FIRE and LOCKDOWN.	Fire Drills Lockdown Drills Lockdown keys for all staff	Procedures work as intended	Each half term.	MGt,	School procedure function as intended and all stakeholders are accounted for.
	Ski Pad evacuation	resources ordered and installed	In place and operational at identified locations	Nov 2019	MGt	Safe evacuation for identified learners.

	Hoist for transitioning from a wheelchair to a specialized classroom chair	Ordering and installing.  Location identified and making accessible.	Room operational and functioning as required	Nov 2019	MGt	Facilities meeting the needs of identified learners.
--	--	--	--	----------	-----	--

<b>Medium Term</b>	To have non visual guides in lifts	Contact the lift company regarding braille buttons	Installation of nonvisual guides and braille buttons in lift	October 2018	MGt	Non-visual guides used, to assist people to use buildings including lifts with
	Renew learner toilets	Identify locations and install new facilities	Toilets are fit for purpose and minimum ratios adhered to	Ongoing through 2019/2020	MGt	Toilets meet the needs of learners
	Different changing facilities for specific needs e.g. ASD, transgender.	Discuss the need for safe changing facilities for some learners	Safe spaces/changing facilities are provided	July 2020	MGt	Changing facilities meet the needs of learners

<p><b>Long Term</b></p>	<p>Review and install a new perimeter fence at the front of building</p>	<p>Site visit/audit to ascertain requirements.  Source, appoint and install.</p>	<p>Entrance to the site is safe and security is further improved.</p>	<p>August 2020</p>	<p>MGT,</p>	<p>Site entrance is further secured and ensures safe access to and from the site.</p>
	<p>Medical plans: learners with medical plans are identified and their programme of medication is managed and properly recorded</p>	<p>Follow medical policy</p>	<p>Learners are safe and follow their specific medical plans.</p>	<p>Ongoing through to August 2020</p>	<p>Health group,</p>	<p>Procedures are followed as per each medical plan.</p>