

ACCESSIBILITY PLAN

Goole Academy



Approved by:	Julian Harrison, Principal	Date: 5/9/22
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Accessibility Plan Regulatory Requirements

Schools and academies 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 students can participate in the curriculum.** This covers teaching and learning and the wider curriculum including participation in after-school clubs, leisure and cultural activities and academy visits.
- **Improve the physical environment of the school** to enable disabled students to take better advantage of education, benefits, facilities and services provided
- **Improve the delivery of written information to disabled students.** This will include planning to make the written information normally provided to students by the academy available to disabled students.

Definitions

Disability is defined in the Equality Act 2010 as: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out 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 dyslexia, autism, speech and language impairments, ADHD, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academies are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

Aims

We aim to ensure that all students, regardless of disabilities or learning needs, have equal access to the academy. We strive to ensure that every student can take part in the whole school curriculum. We are committed to an inclusive curriculum and increasing access to the academy’s facilities for all. To achieve this the following will be put in place:

- Periodic completion of accessibility audits using the template in Appendix 2
- An accessibility plan will be written in response to the audit using the template in Appendix 1
- Sufficient time and resources will be assigned to implement the plan
- The accessibility plan will be subject to ongoing monitoring and review and will be fully reviewed every three years

Publication

The accessibility plan will be made available online on the academy website, and paper copies are available upon request.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality, Diversity and Inclusion policy
- SEND policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy
- Complaints policy



Appendix 1 – Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
Increase the extent to which students with disabilities can participate in the curriculum	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students 	<ul style="list-style-type: none"> • Subject leaders to liaise with SENDCo the teaching and learning of SEND. • SENDCo to complete termly audits to review the teaching and learning for students with SEND. 	Department Leads SENDCo VP- Kirsty Holt	Early Summer Term	Students understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination
Improve access to the physical environment to increase the extent to which students with disabilities can take advantage of education and the wider curriculum offer	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Physiotherapist room 	Write a PEEP for each relevant student Train a team of staff to use the Evac chairs Arrange termly evacuation rehearsal and record this on Every	SENDCo Site Manager	HT1	Staff and students can evacuate the building safely and promptly in event of fire

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
<p>Improve the availability of information to students with disabilities</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Review website and ensure key information for students is easily found</p> <p>Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained</p>	<p>Bob Jackson SENDCo</p>	<p>HT3</p>	<p>All students can access information about the curriculum and support for learners with SEND</p>



Appendix 2: Accessibility Audit Template

School	Goole Academy
Date	September 2022
Audit Team	Nicky Holah, Janette Wattam, Sarah Smith

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Schedule 1: Approach to Building						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y					NH
Are there separate entrances for cars and pedestrians?	Y					NH
Is the route wide enough, and free of kerbs?	Y					NH
Schedule 2: Car Parking						
Are accessible car parking bays signposted from the car park entrance?	Y					NH
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y					NH
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y					NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Schedule 3: External Ramps & Steps						
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	Y					NH
If no permanent ramp is provided, can a portable ramp be made available?	NA					NA
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	NA					NA
Schedule 4: Main Entrance, Lobby & Reception Areas						
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y					NH
Can people on each side of the door, either seated or standing, see each other?	Y					NH
If fitted, are door control systems fitted at heights suitable for all users?	Y					NH
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					NH
Does the door pressure allow ease of access for all users?	Y					NH
Are thresholds flush and level, and mat wells firmly fixed?	Y					NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					NH
If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Y					NH
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	Y					NH
Have front line staff (reception) had access awareness/ equality training?	Y					NH
Schedule 5: Corridors, horizontal movement and activity spaces						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y					NH
Do any windows (natural light), or artificial light provide glare or silhouettes?	N		Staff to inform site team if there are any concerns			
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	N		No Induction Loops on Site	Acoustics are good around site, don't see a recommendation to install around site.		NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Are suitable signs provided, from both standing and seated positions, where necessary?	Y					NH
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y					NH
Schedule 6: Doors						
Is the door/s necessary, can it/they be removed?	n/a	n/a				
Can fire doors be held open on magnetic devices (corridors)?	Y	80%				NH
Are doors well contrasted from their surroundings?	Y					NH
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					NH
Can people on each side of the door, either seated or standing, see each other?	Y					NH
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					NH
If double doors, does one leaf allow 800mm clear opening width?	Y					NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Schedule 7 - Vertical movement, internal level change (ramps, steps)						
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	Y					NH
Are surfaces slip resistant, with kerbs at the edges?	Y					NH
If no permanent ramp is provided, can a portable ramp be made available?	NA					NH
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	Y					NH
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Y					NH
Schedule 8 - Vertical movement, stairs						
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Y					NH
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y					NH
Are there suitable landings provided at intermediate levels on stairs?	Y					NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Is suitable visual and tactile information fitted at each floor level?	Y					NH
Is there suitable lighting?	Y					NH
Schedule 9 - Vertical movement, lifts and stairlifts						
Is a passenger lift provided within the school?	Y					NH
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y					NH
Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm) min, and is the lift fitted with suitable support rails on three sides??	Y	50%	Handrails not around all 3 sides, on either side	NA		NH
Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	Y					NH
Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	Y					NH
Does the lift have audible announcements and visual displays?	Y	50%				NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	Y	2 in total		NA		NH
Are controls clearly identifiable and within reach of all users?	Y					NH
Does the stairlift platform when not in use automatically revert to folded position?	NA					NA
Schedule 10 - WC Provision Generally						
Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able-bodied person?	Y					NH
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y					NH
Are the floors slip resistant?	Y					NH
Are fittings easily distinguished from their background?	Y					NH
Are compartment doors controls easily gripped and operated?	Y					NH
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	Y					NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Schedule 11 - Accessible WC Provision						
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able-bodied person?	Y					NH
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y					NH
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y					NH
Are floor finishes slip resistant?	Y					NH
Are management procedures in position to maintain viability of facility?	Y					NH
Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Y					NH
Schedule 12: Changing & Shower Facilities						
Are there changing facilities?	Y					NH
Is a shower compartment provided which is suitable for use by people with disabilities?	Y					NH
Is the height of the shower head variable?	Y					NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Have a tip-up seat and suitable handrails been provided?	Y					NH
Is there a dressing cubicle and does it comply with required size and layout?	Y					NH
Are lockers easily reached and operated?	Y					NH
Are all fittings readily distinguishable from their background?	Y					NH
Does the floor have a slip resistant finish?	Y					NH
Schedule 13 - Bathrooms						
Is there a bathroom?	N					
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	NA					
Are all fittings easily reached and operated?	NA					
Are all fittings readily distinguishable from their background?	NA					
Does the floor have a slip resistant finish?	NA					
Is a hoist provided?	NA					
Are there reception counters, services desks or serveries?	NA					
Is provision made for wheelchair users (both sides) and are induction loops fitted?	NA					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Is glare or silhouetting avoided at these counters (design and positioning)?	NA					
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	NA					
Do tables allow for wheelchair access?	NA					
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	NA					
Are telephones equipped with induction couplers for hearing aid users?	NA					
Is a text phone available?	NA					
Is the lighting in the school controllable and adjustable to meet the needs of individual students and the task they are working on?	NA					
If the school is fitted with fluorescent lighting only, is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	NA					
Is the environment free of unnecessary noise e.g., heating units?	NA					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Are induction loops fitted wherever information is given, or meetings are being held?	NA					
Are tea/coffee facilities and vending machines accessible by all?	NA					
Schedule 14: Kitchens						
If provided, does the kitchen have fittings suitable for use by disabled people?	N					
Is the kitchen of adequate size and layout for disabled people?	NA					
Are all fittings readily distinguishable from the background?	NA					
Is lighting adequate?	NA					
Does the floor have a slip resistant finish?	NA					
Schedule 15: Means of Escape						
Is there an audible alarm system?	Y					NH
Is the audible fire alarm supplemented by a flashing light system?	Y					NH
Are ground floor exit routes as accessible as the main entrance routes?	Y					NH
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge, which are clearly signed and of the right size?	Y					NH
Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	Y					NH
Schedule 16: Building Management						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y					NH
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y					NH
Is door ironmongery regularly maintained?	Y					NH
Are lifts, platforms and stairlifts regularly serviced?	Y					NH
Are accessible WCs kept clear and not used for storage?	Y					NH
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y					NH

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Do you consider tonal and colour contrast before a redecoration scheme?	Y					NH
Do new signs integrate effectively with current signage?	Y					NH
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y					NH
Are induction loops and infra-red systems clearly signed and checked regularly?	N		As mentioned above			NH
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y					NH
Is there a fire escape strategy for visitors who may require assistance?	Y					NH
Is there a personal egress plan prepared for any member of staff who may require assistance?	Y					NH
When are temporary facilities/displays installed are disabled students/ visitors considered?	NA					NA
Schedule 17: Curriculum						
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	Y				N/A	SS

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Are your classrooms optimally organised for disabled students?	Y		Any issues with rooms, we will re-timetable.		N/A	SS/ JW
Do lessons provide opportunities for all students to achieve?	Y				N/A	SS
Are lessons responsive to student diversity?	Y				N/A	SS
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y				N/A	SS
Are all students encouraged to take part in music, drama and physical activities?	Y		Fully inclusive curriculum		N/A	SS
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	Y		Training is organised when needed		N/A	SS
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	Y		All students have learning passports, which allows staff to be aware of needs.		N/A	SS
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	Y		PE have specialist equipment PE have organised trips for students on SEND		N/A	SS/CD

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Do you provide access to computer technology appropriate for students with disabilities?	Y				N/A	SS
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	Y				N/A	SS
Are there high expectations of all students?	Y				N/A	
Do staff seek to remove all barriers to learning and participation?	Y		Learning passports Staff Training Staff briefings		N/A	
Schedule 18: Materials in other Formats						
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with printed information?	Y		When needed Recommendations from external support			SS
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g., by reading aloud overhead projections and describing diagrams?	Y		Whole school reading strategy			SS
Do you have the facilities such as ICT to produce written information in different formats?	Y		When needed			SS