



GREENWOOD ACADEMIES TRUST

Physical Accessibility Plan for
Skegness Academy

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Introduction

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 August 2015 – August 2018.
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:
 - 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.
 - 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.
 - 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.
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 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.
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

Equality Act 2010

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>

Action summary

No	Issue	Legislation	Action	Responsible Person	Completion date
1.	Adjustable height desks and workbenches are not available for use by those with limited mobility		Recommend purchasing height adjustable furniture as and when required	The Principal	
2.	Changes in levels to steps and risers in both internal and external stairwells at the following locations are not clear: <ul style="list-style-type: none"> • Steps to the Music Block • Internal stairs in the main building • External steps in the courtyard 	Approved Document M and Approved Document K	Steps & stairs require slip-resistant edge marking in a contrasting colour. Marking should extend the full width of the step, be 55mm wide on the edge of the tread& top of the riser and comply with all relevant standards/guidance e.g. Equalities Act, Approved Documents and British Standards. A permanent solution e.g. self-coloured slip-resistant GRP is preferable to paint as it is more durable and reduces the need for on-going maintenance.	The Principal	
3.	A stair or ramp that is more than 2.3m wide should be divided by a handrail, or handrails, in such a way that each section is at least 1.1m and not more than 1.8m wide.	Approved Document M	Steps in the courtyard require 8 handrails across its length in order to sub-divide the steps into sections	The Principal	
4.	The pulls on communication cords in some accessible toilets are tied too high and not close enough to the WC.	Approved Document M	The ceiling pull switch should be located so that it can be operated from the toilet and from an adjacent floor area. It should have two G pulls, one set at a height between 800 - 1000mm and the other set 100mm above floor level.	The Principal	
5.	Fixed hearing loop is available at reception but no signage to indicate this	Approved Document M	Ensure signage is in place and staff are trained in its use.	The Principal	
6.	Refuge areas were not clearly identified	Regulatory Reform (Fire	All refuge areas should be marked out within the stairwells.	The Principal	

No	Issue	Legislation	Action	Responsible Person	Completion date
		Safety) Order 2005			
7.	There is no means of escape from the upper floors for anyone with mobility restrictions	Regulatory Reform (Fire Safety) Order 2005	Install evacuation chairs within refuge areas and provide training to those who might use them. Until evac-chairs and associated volunteers are in place, visitors in a wheelchair unable to transport themselves safely down the stairs should be accommodated at ground level	The Principal	
8.	It would be difficult for a visually impaired person to identify sockets, switches and door-handles as they are the same colour as the wall surrounding them.	Approved Document M	It is recommended that these are edged in a contrasting colour, such as the colour used for the door frames, to highlight their location.	The Principal	
9.	Accessible toilet signage missing from A28 and Music Block.	Approved Document M	Ensure all accessible toilets are indicated by appropriate signage	The Principal	
10.	Many accessible WCs were being used for storage.	Health and Safety at Work etc. Act Section 2.2. e. Approved Document M	Remove items from the accessible toilets to reduce the risk of trips and allow for freedom of movement for any users.	The Principal	
11.	Tap is located on wrong side of washbasin in A72 and B31 (also wrong type of handle) and is therefore very difficult to reach from the seated position.	Approved Document M	Ensure taps can be operated by the fist or arm and located on the side closest to the WC (paddle lever)	The Principal	
12.	There is no communication cord in the hygiene room to call for assistance	Approved Document M	Install a communications device so assistance can be requested if needed.	The Principal	
13.	Washbasins and hand soap too far from WC in following accessible toilets: A136, A80, A28 (also had no soap dispenser) B31, B52 and the Music Block.	Approved Document M	Move wash basins, paper towel and hand soap dispensers so they can be used by anyone still seated on the WC. This allows the user to wash their hands and prevents soiling their equipment.	The Principal	

No	Issue	Legislation	Action	Responsible Person	Completion date
14.	Yr7 Base Science Lab whiteboard may be difficult for the visually impaired to see given the size of the room and the off-centre position of the whiteboard, it was also noted that whiteboards in all science labs have been installed too low for general viewing whilst pupils are seated.	Approved Document M	It is recommended these are raised to allow all pupils to view the whole board.	The Principal	

NB where there is a reference to Approved Document M consideration should also be given to BS8300 if this provides additional information on how the standard can be achieved.

Physical Accessibility

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 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 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

RAMPS

Ramped approach

- For gradients up to 1:5 - not more than 10m long
- For gradients up to 1:12 - not more than 5m long
- 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

If there is a steep slope or drop at the rear of the footway, precautions must be made to prevent wheelchair users running over the edge or blind or partially sighted people walking over it.

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 should be:

- continuous across flights and landings

- easy to grip, and should provide good forearm support for those unable to grip, coated where necessary to ensure they are not cold to the touch,

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

A stair or ramp that is more than 2.3m wide should be divided by a handrail, or handrails, in such a way that each section is at least 1.1m and not more than 1.8m wide. Steps in the courtyard require 8 handrails added across its length in order to sub-divide the steps into smaller sections.



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

All refuge areas should be marked out within the stairwells.

Install evacuation chairs within refuge areas and provide training to those who might use them.

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

The lift has a dwell time of 5 secs before its doors begin to close after they are fully open

Landing and car controls are between 900mm and 1200mm above the car floor and a min 400mm (measured horizontally) from the inside of the front wall.

ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is accessible (does not impede wheelchair access)

Entry doors are automatic
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. A lift is available for use between levels.
Furniture is suitable for use for those in a wheelchair and allows interaction between all pupils and staff whilst dining.

Classrooms

Classrooms with a final exit have a wide door with a ramp for ease of exit in an emergency.
Access routes around the classroom are sufficient for wheelchair use
Adjustable height desks and workbenches are not available for use by those with limited mobility; recommend purchasing height adjustable furniture as and when required

Accessible WCS

Accessible WC(s) available for staff use plus separate facilities for pupils
Sufficient manoeuvring space outside the door to the WC (1.5m x 1.5m should be regarded as the minimum) and within the WC for wheelchair to turn around.
Height of toilets is 480mm and projection 750mm

Flush lever is on the open side. A user should be able to flush using a hand, an elbow, or any other part of the body. Some people do it with their chin. If it is not on the open side, it will be impossible to reach from a wheelchair.

Communication cable tied too high and not close to WC. The ceiling pull switch should be located so that it can be operated from the toilet and from an adjacent floor area. It should have two G pulls, one set at a height between 800 - 1000mm and the other set 100mm above floor level.

Washbasins and hand soap too far from WC in following accessible toilets: A136, A80, A28 (also had no soap dispenser) B31, B52 and the Music Block. Move wash basins, paper towel and hand soap dispensers so they can be used by anyone still seated on the WC. This allows the user to wash their hands and prevents soiling their equipment.

Tap is located on wrong side of washbasin in A72 and B31 (also wrong type of handle) and is therefore very difficult to reach from the seated position. Ensure taps can be operated by the fist or arm and located on the side closest to the WC

Accessible toilet signage missing from A28 and Music Block. Ensure all accessible toilets are indicated by appropriate signage

Many of these rooms were being used for storage. Remove items from the accessible toilets to reduce the risk of trips and allow for freedom of movement for any users.

Hygiene room

A specialist hygiene room is available with a fixed hoist and space for assistants to change a pupil.

This contains an accessible shower, sluice toilet and a changing trolley (12m2).

There is no communication cord in the hygiene room to call for assistance. Install a communications device so assistance can be requested if needed.



Visual Impairment

Other issues

Yr7 Base Science Lab whiteboard may be difficult for the visually impaired to see given the size of the room and the off-centre position of the whiteboard. It was also noted that whiteboards in all science labs have been installed too low for general viewing whilst pupils are seated. It is recommended these are raised to allow all pupils to view the whole board.

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: grey vinyl flooring, white walls and dark grey for skirting and doorframes.

Colour scheme is simple and number of colours used is limited

In some rooms it would be difficult for a visually impaired person to identify sockets, switches and door-handles as they are the same colour as the wall or door that they are affixed to. It is recommended that these are replaced as required with items with a Light Reflectance Value (LRV) giving a contrast of at least 30. Door handles and other hardware providing means of access should be prioritised.

Manifestations are visible across glass doors

Signage using braille in raised format is in use

Passenger lifts

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

A blind person using a long cane or with an assistance dog needs a walkway measuring at least 1100mm. A visually impaired person who is being guided needs a width of at least 1200mm.

Highlighted nosings are provided each step's tread and riser, to help visually impaired people identify the location of the steps, these should be **55mm wide on both the tread and riser**.

Changes in levels to steps and risers in both internal and external stairwells at the following locations are not clear:

- Steps to the Music Block
- Internal stairs in the main building
- External steps in the courtyard

Steps & stairs require slip-resistant edge marking in a contrasting colour. Marking should extend the full width of the step, be 55mm wide on the edge of the tread & top of the riser and comply with all relevant standards/guidance e.g. Equalities Act, Approved Documents and British Standards. A permanent solution e.g. self-coloured slip-resistant GRP is preferable to paint as it is more durable and reduces the need for on-going maintenance.



Photo taken in black and white demonstrates little contrast giving the illusion of a 'slope' to a visually impaired person.

A tactile warning surface is incorporated at the **top and bottom** of external flight of stairs. These textured surfaces are used by the visually impaired to detect when there may be change in level or where pedestrian and vehicular routes intersect

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. Where a sign is suspended over a walkway a minimum clearance of 2100mm is acceptable. Where trees overhang a walkway it is advisable to cut them back to at least 3000mm clear height to allow room for regrowth



Hearing Impairment

Fixed hearing loop is available at reception. Ensure signage is in place and staff are trained in its use.

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

Passenger lifts

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

Curriculum Accessibility

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
For students with sensory and physical needs to access the curriculum to the best of their ability	For the SEND List to incorporate all curriculum based strategies to support individual learners with their needs; i.e. Use of microphones in the classroom for hearing impaired students	Teaching staff are able to support learners with additional needs by differentiating the curriculum	On going	Termly T&L QA to ensure teachers are meeting these needs
	For all staff to complete Hearing Impaired training put on by the Sensory Impaired services	Staff are able to work with software to support hearing impaired students	July 2017	SEND staff course attendance register
For students with learning and cognition needs in Key Stage 3 to access the curriculum to the best of their ability	For the SEND List to incorporate all curriculum based strategies to support individual learners with their needs; i.e. Providing students with dyslexic learning profiles the appropriate coloured paper, overlay and virtual reading ruler	Teaching staff are able to support learners with additional needs by differentiating the curriculum	On going	Termly T&L QA to ensure teachers are meeting these needs
For students with learning and cognition needs in Key Stage 4 and Key Stage 5 to access the curriculum to the best of their ability	For the SEND List to incorporate all curriculum based strategies to support individual learners with their needs in line with their exam access arrangements	Teaching staff are able to support learners with additional needs by differentiating the curriculum	On going	Termly T&L QA to ensure teachers are meeting these needs
	For all appropriate Support Staff to have received training in supporting students with their individual exam access	Support staff are able to perform exam access arrangements duty to support learners with their individual dispensations	Annually	SEND staff course attendance register

	arrangements			
For students with social, emotional and mental health needs to access the curriculum to the best of their ability	<p>For the SEND List to incorporate all curriculum based strategies to support individual learners with their needs; i.e. Allowing safe and positive classroom movement for students with a diagnosis of ADHD</p> <p>For staff members to have the opportunity to book onto advanced CPD within the Greenwood Learning Alliance</p>	<p>Teaching staff are able to support learners with additional needs by differentiating the curriculum</p> <p>Staff members gain an intricate insight in supporting students with social, emotional and mental health needs</p>	<p>On going</p> <p>Annually</p>	<p>Termly T&L QA to ensure teachers are meeting these needs</p> <p>SEND staff course attendance register</p>
For students with communication and interaction needs to access the curriculum to the best of their ability	<p>For the SEND List to incorporate all curriculum based strategies to support individual learners with their needs; i.e.</p> <p>For all staff to complete Tier 1 Autism Awareness training put on by the Working Together Team</p>	<p>Teaching staff are able to support learners with additional needs by differentiating the curriculum</p> <p>Staff members gain an overview of how to support students with communication and interaction difficulties within a school environment</p>	<p>On going</p> <p>Annually</p>	<p>Termly T&L QA to ensure teachers are meeting these needs</p> <p>SEND staff course attendance register</p>