



GREENWOOD ACADEMIES TRUST

Accessibility Plan for

City of

Peterborough

Academy

Introduction

Improving the physical environment of academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

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

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.	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. Flush mechanisms installed in the accessible WCs are not suitable for use by users unable to use their fingers.	Building Regulations AD M	A means to flush the system such as a paddle lever or infrared sensor should be installed on the open side in all accessible toilets.	The Principal	30.05.2017
2.	A washbasin should be adjacent to the WC with a single mixer tap located on the corner nearest to the toilet allowing the user to wash before returning to their chair. Similarly the toilet roll and hand towels should be within easy reach.	Building Regulations AD M	<p>The following accessible toilets require improvements:</p> <ul style="list-style-type: none"> Sports department: Basin should have a single mixer tap located on the side of the basin closest to the WC. A TMV should be fitted to prevent scalding. Hand soap and towels should also be relocated closer to the WC. <p>Yr7 Base:</p> <ul style="list-style-type: none"> requires a handle on the inside of the door, sink should be relocated so it can be reached from the WC, light switch lowered to a height of 900mm from ground level so it can be reached by a wheelchair user. A62, B45, B32, A73 toilet paper & handtowels require re-siting within easy reach of the WC. 	The Principal	30.05.2017
3.	Accessible toilet signage is not in place on all doors.		Ensure all accessible toilets are indicated by appropriate signage	The Principal	30.05.2017

4.	Access to the grounds at the rear of the building for any person using a wheelchair would be by use of a grassy bank. The gradient is too steep for this purpose and may prove difficult if the ground is damp.	Building Regulations AD M	Recommend constructing a ramp with low gradient (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, a top and bottom landing (minimum of 1200mm long) with kerb/ edging min100mm high and handrails set at 900-1000mm height.	The Principal	As and when required
5.	When moving around a pedestrian environment, visually impaired people will actively seek and make use of tactile information underfoot. External steps have no such tactile warning which may result in serious injuries from a fall.	Building Regulations AD M	Recommend installing tactile paving at the top and bottom of the external steps to give warning of their presence.	The Principal	31.05.2017
6.	Adjustable height desks and workbenches are not available for use by those with limited mobility	Equality Act	Recommend purchasing height adjustable furniture	The Principal	As and when required
7.	Signage using braille in raised format may be useful as and when a person (staff or pupil) with visual impairment works at the academy	Equality Act	Consider altering signage to include braille	The Principal	As and when required
8.	Any person delayed on the first floor whilst evacuating should be able to inform central control of their location and those at the control centre should be able to ensure they were able to safely evacuate the building.	RR(FS)O	Consider installing an Emergency Voice Communication system within the stairwells with the control box sited adjacent to the main fire alarm panel.	The Principal	30.05.2017
9.	Consider installing evac-chairs with staff trained in their use to allow safe evacuation of people restricted to a wheelchair.	RR(FS)O	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	30.05.2017

10.	There is no fixed/mobile hoist available or changing trolley. These items enable those with a disability to be independent and help to prevent carers developing musculoskeletal disorders from people handling.	BB99	Hoist and bed to be purchased as and when required.	The Principal	As and when required
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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

Access to the grounds at the rear of the building for any person using a wheelchair would be by use of a grassy bank. The gradient is too steep for this purpose and may prove difficult if the ground is damp. Recommend constructing a ramp with low gradient (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, a top and bottom landing (minimum of 1200mm long) with kerb/ edging min100mm high and handrails set at 900-1000mm height

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. 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 are continuous across flights and landings

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

REFUGE POINTS

Consider installing an Emergency Voice Communication system within the stairwells with the control box sited adjacent to the main fire alarm panel. This would ensure any person delayed on the first floor may inform central control of their location and those at the control centre could make sure they were able to safely evacuate the building.

Consider installing evac-chairs as and when required. 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.

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

Car is min 900mm wide and 1250mm deep

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.

COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is accessible (does not impede wheelchair access)

Means to open the doors or 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.

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

Emergency escape from the classroom; ramped egress from final exit

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 as a minimum and within the WC for wheelchair to turn around.

Height of toilet is appropriate for secondary school.

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. Flush mechanisms installed in the accessible WCs are not suitable for use by users unable to use their fingers. A means to flush the system such as a paddle lever or infrared sensor should be installed on the open side in all accessible toilets.

A washbasin should be adjacent to the WC with a single mixer tap located on the corner nearest to the toilet allowing the user to wash before returning to their chair. Similarly the toilet roll and hand towels should be within easy reach. The following accessible toilets require improvements:

- Sports department: Basin should have a single mixer tap located on the side of the basin closest to the WC. A TMV should be fitted to prevent scalding. Hand soap and towels should also be relocated closer to the WC.
- Yr7 Base:
 - requires a handle on the inside of the door,
 - sink should be relocated so it can be reached from the WC,
 - light switch lowered to a height of 900mm from ground level so it can be reached by a wheelchair user.
- A62, B45, B32, A73 toilet paper & handtowels require re-siting within easy reach of the WC.

Accessible toilet signage is not in place on all doors. Ensure all accessible toilets are indicated by appropriate signage.

The ceiling pull switches are located so that they 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.

Hygiene room

A room is available within the sports department fitted with an accessible shower.

There is no fixed/mobile hoist available or changing trolley.

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

Sockets, switches and door-handles are of a contrasting colour

Manifestations are set across glass doors

Wooden door frames contrast against white walls

Signage using braille in raised format may be useful as and when a person (staff or pupil) with visual impairment works at the academy

COMMUNAL LIFTS

Lift serves two floors, has transparent doors on each level

CIRCULATION ROUTES

A blind person using a long cane or with 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.

When moving around a pedestrian environment, visually impaired people will actively seek and make use of tactile information underfoot. External steps have no such tactile warning which may result in serious injuries from a fall. Recommend installing tactile paving at the top and bottom of the external steps to give warning of their presence

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.

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



Fixed hearing loop is available at reception.

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 City of Peterborough 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);
- the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Improving the Delivery of Written Information at the City of Peterborough Academy

Access Report Ref.	Item	Activity	Timescale	Person Responsible
1	Improve access to all written information for students and parents with Learning difficulties	Work with relevant departments as necessary when an individual is identified	On-going	KNE
2	Ensure CPD Training Plan covers the full range of disabilities represented in the school and covers the changes to the Code of Practice.	SENDCo's to deliver introduction to SEND on first inset day of new academic year. Training sessions for NAT's and ITT pupils built into the weekly CPD offer.	On-going	AEM/SEL/KNE
3	SEND team to work with curriculum staff around physical needs/adaptions to allow full curriculum access for pupils with physical/sensory impairments.	List of equipment available, in what areas, and names pupils.	By end of summer term 2018	AEM/SEL/KNE
4	EHCP/SEND support process including reviews written into SENDCo calendar	SENDCo ensures all pupils at SEND support or EHCP requiring a termly review are calendared.	SENDCo calendar to be updated termly with key dates.	AEM/SEL/KNE
5	High quality first teaching (QFT). Differentiation in Teaching	SENCo/ SLT to monitor quality of differentiation and provision for SEND pupils.	On-going	AEM/HSA/KNE

6	Interventions	<p>SLT/ SENCo/ HOD's to continue to audit current interventions and their success/impact on progress.</p> <p>Continue to use provision mapping to be used across all year groups</p>	On-going	AEM/all learning mentors/KNE
7	<p>Staff training in supporting pupils with SEND – focus on key areas of need within the school: ASD, Dyslexia and ADHD.</p> <p>Staff training in the production, implementation and review of Inclusive Planning Grids (IPG's)</p>	<p>Provide training sessions for all appropriate staff</p> <p>Continue to identify gaps in knowledge and seek external advice if necessary</p>	On-going	AEM/SEL/KNE
8	Continue to ensure that all Academy trips and extra-curricular activities are for all disabled pupils	Review all out-of-Academy provision to ensure compliance with legislation All out-of-Academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	SEL/KNE

Improving the delivery of Written Information at City of Peterborough Academy

Access Report Ref.	Item	Activity	Timescale	Person Responsible
1	Improve access to all written information for pupils and parents with EAL	Brochures/newsletters/letters to pupils 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 of academic year.	MKO / SEL
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 2018, allows for changes to the website.	AEM
3	Improve access to all written information for pupils with communication difficulties e.g. ASD	Explore software for generating visual timetables etc e.g. WIDGET/PECS	As necessary	AEM/SEL/KNE

Disability Access Provisions

All pupils with Disabilities attending academies sponsored by the Greenwood Academies Trust will be appropriately supported to access the full curriculum mainstream Access will be the Whole Provision following the range of available individual

offered to all pupils. The Arrangement named on Academy Map. The table records support according to 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 coloured overlay/ ruler	Access 8 curriculum differentiation	Access 9 small group
AUT	ASD/Asperger's	✓	✓	✓	✓	✓	✓	✓	✓	✓
BEH	Behaviour	✓	✓	✓	✓			✓	✓	✓
COMM	Communication	✓	✓	✓	✓	✓	✓	✓	✓	✓
CON	Consciousness	✓	✓	✓	✓			✓		✓
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	✓	✓		✓	✓	✓	✓		✓	✓

Code	Disability Description/ Problem	Access 10 classroom pass	Access 11 staff training	Access 12 1-1 programme	Access 13 External Agency planning/advice	Access14 break club	Access 15 lunch club	Access 16 administered meds	Access 17 Restorative Counselling	Access 18 extended opportunities	Access 19 Physical Access
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AUT	ASD/Asperger's	✓	✓	✓	✓	✓	✓	✓	✓	✓	
BEH	Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	
COMM	Communication		✓	✓	✓	✓	✓		✓	✓	
CON	Consciousness	✓	✓	✓	✓	✓	✓	✓		✓	
EAT	Eating & drinking	✓	✓	✓	✓	✓	✓	✓		✓	
HAND	Hand function		✓	✓	✓					✓	
HEAR	Hearing		✓	✓	✓	✓	✓			✓	Visual signals to augment audible signals
INC	Incontinence	✓	✓	✓	✓			✓		✓	Accessible Toilets
LD	Learning		✓	✓	✓	✓	✓		✓	✓	
MED	Medication	✓	✓	✓	✓	✓	✓	✓		✓	
MOB	Mobility	✓	✓	✓	✓	✓	✓			✓	Ramps, lifts, chair lifts As appropriate
OTH	Other Disability/ health problem	✓	✓	✓	✓	✓	✓	✓	✓	✓	
PC	Personal care	✓	✓	✓	✓	✓	✓		✓	✓	Accessible Toilet, Medical Room
VIS	Vision		✓	✓	✓	✓	✓			✓	