ACCESSIBILITY PLAN

Rossington All Saints Academy

Approved by:	Kim Wainwright	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2025	

Contents

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 pupils 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 pupils to take better advantage of education, benefits, facilities and services provided

> **Improve the delivery of written information to disabled pupils.** This will include planning to make the written information normally provided to pupils by the academy available to disabled pupils.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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 pupils, regardless of disabilities or learning needs, have equal access to the academy. We strive to ensure that every pupil 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 pupils 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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
Increase the extent to which pupils with disabilities can participate in the curriculum	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. laptops, IPads, overlays, TA allocation, modified work stations in science and technology. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils.	• Subject leaders to complete audit to review teaching of protected characteristics. • Subject leaders to adapt schemes of learning to increase coverage.	SENCO	Term 1	Pupils 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 pupils with disabilities can take advantage of education and the wider curriculum offer	The environment is adapted to the needs of pupils as required. This includes: • Evacuation chairs • Handrails • Elevators • Corridor width • Clear Sinage • Modified tables in food technology and science. • Disabled parking bays • Disabled toilets and changing facilities	Write a PEEP for each relevant pupil. Train a team of staff to use the Evac chairs. Arrange termly evacuation rehearsal and record this on Every.	SENCO	Term 1	Staff and pupils can evacuate the building safely and promptly in event of fire.
Improve the availability of information to pupils with disabilities	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Clear displays • Large print resources • Pictorial or symbolic representations	Review website and ensure key information for pupils is easily found Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained	SENCO	Term 1	All pupils can access information about the curriculum and support for learners with SEND.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
	Click on the link to access to SEND Local offer for Doncaster. SEND - Rossington All Saints Academy (theallsaints.net) Local Offer - Special Educational Needs / Disabilities (SEND) - Homepage - Doncaster Council	Ensure that parents/carers/pupils can access the Rossington All Saints Academy website and the Doncaster SEND Local offer.			

Appendix 2: Accessibility Audit Template

School	Rossington All Saints Academy
Date	September 2022
Audit Team	Emma Harvey (Finance and Facilities Manager), Kim Wainwright (SENCO)

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		Streetlights			**Site staff**
Are there separate entrances for cars and pedestrians?	Y		One way system in place for public transport. Walking and cycle lanes identified.			**Site staff**
Is the route wide enough, and free of kerbs?	Y					**Site staff**
Schedule 2: Car Parking						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Are accessible car parking bays signposted from the car park entrance?	Y					**Site staff**
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y		Streetlights Bays highlighted in yellow & diagram			**Site staff**
Schedule 3: External Ramps & Steps						
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	N		No ramps on site			**Site staff**
If no permanent ramp is provided, can a portable ramp be made available?	N		No ramps are needed on site, all ground floor level and drop kerb from car park			**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosing's, handrails both sides, and are well lit?	N		As above			**Site staff**
Schedule 4: Main Entrance, Lobby & Reception Areas						
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	**Y**					**Site staff**
Can people on each side of the door, either seated or standing, see each other?	Y					**Site staff**
If fitted, are door control systems fitted at heights suitable for all users?	Y		The automatic doors are operated by reception staff.			**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					**Site staff**

Does the door pressure allow ease of access for all users?	Y					**Site staff**
Are thresholds flush and level, and mat wells firmly fixed?	Y					**Site staff**
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					**Site staff**
If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Y					**Site staff**
Is appropriate information signage provided at the reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	Y					**Site staff**
Have front line staff (reception) had access awareness/ equality training?	Y		Reception staff have read the accessibility plan. They have also completed safeguarding training.			Admin Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
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					**Site staff**
Do any windows (natural light), or artificial light provide glare or silhouettes?	Y		Window film applied to areas of issue			**Site staff**
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Y					**Site staff**
Are suitable signs provided, from both standing and seated positions, where necessary?	Y					**Site staff**
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y					**Site staff**
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					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Are doors well contrasted from their surroundings?	Y					**Site staff**
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					**Site staff**
Can people on each side of the door, either seated or standing, see each other?	Y					**Site staff**
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					**Site staff**

If double doors, does one leaf allow 800mm clear opening width?	Y					**Site staff**
Schedule 7 – Vertical movement, internal level change (ramps, steps)						
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	**N /A**		No ramps on site			
Are surfaces slip resistant, with kerbs at the edges?	**N /A**		No ramps on site			
If no permanent ramp is provided, can a portable ramp be made available?	**N /A**		No ramps on site – not needed			

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	N /A		No ramps/steps on site			

Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	N /A		No ramps/steps on site			
Schedule 8 – Vertical movement, stairs						
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosing's easily identifiable?	**Y**					**Site staff**
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y					**Site staff**
Are there suitable landings provided at intermediate levels on stairs?	Y					**Site staff**
Is suitable visual and tactile information fitted at each floor level?	Y					**Site staff**
Is there suitable lighting?	Y					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 79- Vertical movement, lifts and stairlifts						
Is a passenger lift provided within the school?	Y					**Site staff**
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y					**Site staff**
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					**Site staff**
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					**Site staff**

| Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers? | Y | | | | | **Site staff** |
| Does the lift have audible announcements and visual displays? | Y | | | | | **Site staff** |

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.	N					**Site staff**
Are controls clearly identifiable and within reach of all users?	N/A					**Site staff**
Does the stairlift platform when not in use automatically revert to folded position?	N/A					**Site staff**
Schedule 10 - WC Provision Generally						

Is there WC provision for ambulant people with disabilities? (e.g., Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able-bodied person?	**Y**					**Site staff**
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y					**Site staff**
Are the floors slip resistant?	Y					**Site staff**
Are fittings easily distinguished from their background?	Y					**Site staff**
Are compartment doors controls easily gripped and operated?	Y					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	**Partial (%)**				
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	Y					**Site staff**

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					**Site staff**
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y					**Site staff**
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y					**Site staff**
Are floor finishes slip resistant?	Y					**Site staff**
Are management procedures in position to maintain viability of facility?	Y					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				

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				**Site staff**
Schedule 12: Changing & Shower Facilities					
Are there changing facilities?	**Y**				**Site staff**
Is a shower compartment provided which is suitable for use by people with disabilities?	Y				**Site staff**
Is the height of the shower head variable?	Y				**Site staff**
Have a tip-up seat and suitable handrails been provided?	Y				**Site staff**
Is there a dressing cubicle and does it comply with required size and layout?	N				**Site staff**
Are lockers easily reached and operated?	N/A		No lockers in changing facilities		**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
Are all fittings readily distinguishable from their background?	Y					**Site staff**
Does the floor have a slip resistant finish?	Y					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	**Partial (%)**				
Schedule 13 - Bathrooms						
Is there a bathroom?	**N**					**Site staff**
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	N/A					**Site staff**
Are all fittings easily reached and operated?	N/A					**Site staff**
Are all fittings readily distinguishable from their background?	N/A					**Site staff**

Does the floor have a slip resistant finish?	N/A					**Site staff**
Is a hoist provided?	N/A					**Site staff**
Are there reception counters, services desks or serveries?	N/A					**Site staff**
Is provision made for wheelchair users (both sides) and are induction loops fitted?	N/A					**Site staff**
Is glare or silhouetting avoided at these counters (design and positioning)?	N/A					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	**Partial (%)**				
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	N/A					**Site staff**
Do tables allow for wheelchair access?	N/A					**Site staff**

Question	Provision Made?	Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	N/A				**Site staff**
Are telephones equipped with induction couplers for hearing aid users?	N/A				**Site staff**
Is a text phone available?	N/A				**Site staff**
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	N/A				**Site staff**
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)?	N/A				**Site staff**
Is the environment free of unnecessary noise e.g. heating units?	N/A				**Site staff**

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?	N/A					**Site staff**
Are tea/coffee facilities and vending machines accessible by all?	N/A					**Site staff**
Schedule15: Kitchens						
If provided, does the kitchen have fittings suitable for use by disabled people?	N/A		No kitchen area for staff			N/A
Is the kitchen of adequate size and layout for disabled people?	N/A					N/A
Are all fittings readily distinguishable from the background?	N/A					N/A
Is lighting adequate?	N/A					N/A
Does the floor have a slip resistant finish?	N/A					N/A
Schedule 17: Means of Escape						

| Is there an audible alarm system? | Y | | The alarm is tested weekly | | | **Site staff** |
| Is the audible fire alarm supplemented by a flashing light system? | Y | | | | | **Site staff** |

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Are ground floor exit routes as accessible as the main entrance routes?	Y					**Site staff**
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y					**Site staff**
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?	N/A					N/A

Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	Y					**Vice Principal**
Schedule18: Building Management						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	**Y**					**Site staff**
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	**Partial (%)**				
Is door ironmongery regularly maintained?	Y					**Site staff**
Are lifts, platforms and stairlifts regularly serviced?	Y					**Site staff**

Are accessible WCs kept clear and not used for storage?	Y					**Site staff**
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y					**Site staff**
Do you consider tonal and colour contrast before a redecoration scheme?	N		Redecoration colours are decided by head office			Delta
Do new signs integrate effectively with current signage?	Y					**Site staff**
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y					**Site staff**
Are induction loops and infrared systems clearly signed and checked regularly?	Y					**Site staff**
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y					**Site staff**

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Is there a fire escape strategy for visitors who may require assistance?	Y					**Site staff**
Is there a personal egress plan prepared for any member of staff who may require assistance?	Y					**Vice Principal**
When are temporary facilities/displays installed are disabled pupils/ visitors considered?	Y					**Site Staff**
Schedule 19: Curriculum						
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		CPD is provided and tracked		N/A	SENCO
Are your classrooms optimally organised for disabled pupils?	Y				N/A	SENCO

Question	Provision Made? Y/N	Partial (%)	Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
Do lessons provide opportunities for all pupils to achieve?	Y				N/A	SENCO
Are lessons responsive to pupil diversity?	Y				N/A	SENCO
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y				N/A	SENCO

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Are all pupils encouraged to take part in music, drama and physical activities?	Y				N/A	SENCO
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y				N/A	SENCO
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y				N/A	SENCO

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B,C,D	Responsibility
	Y/N	Partial (%)				
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y				N/A	SENCO
Do you provide access to computer technology appropriate for students with disabilities?	Y		Students can access IPads/laptops		N/A	SENCO
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y				N/A	SENCO
Are there high expectations of all pupils?	Y				N/A	SENCO
Question	**Provision Made?**		**Comments/Site Notes**	**Recommendations**	**Priority A, B,C,D**	**Responsibility**
	Y/N	**Partial (%)**				
Do staff seek to remove all barriers to learning and participation?	Y				N/A	SENCO
Schedule 20: Materials in other Formats						

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with printed information?	Y					SENCO
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					SENCO
Do you have the facilities such as ICT to produce written information in different formats?	Y					SENCO