SIR ROBERT PATTINSON ACADEMY

ACCESSIBILITY PLAN

Date Reviewed in School: September 2022

Date Approved at Governors: 12 September 2022

Date to be Reviewed: September 2025

Contents

1. Aims

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

- Improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled students

Our academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind, enabling them to take full advantage of the education and associated opportunities provided by the academy.

We promote equality and inclusion by valuing differences in an increasingly diverse community. In all aspects of educational provision, there will be no discrimination on the basis of age, sex or sexual orientation, gender or gender reassignment, disability, race, colour, religion or belief, creed, special needs, marriage and civil partnership, pregnancy and maternity, national origin, social class, income, or housing circumstances, membership or non-membership of trade unions and involvement or non-involvement in trade union activity or any other status as identified within the European Convention of Human Rights.
This applies equally to staff, students and the wider community.

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

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the academy.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil 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.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	The academy offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities. 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. PD Programme to cover awareness of challenge facing some pupils.	All students are able to access the curriculum Raise students' awareness of disability Allows early intervention where necessary Students are aware of their individual targets	Sharing of needs information with cover staff Timetable review for site access Adjusted curriculum to be suited to students' needs Creating PEEP (personal emergency evacuation plan) plans for those identified at risk (attached as separate document)	Cover staff line manager Asst Head – timetabling SLT/HOY/DHOY Asst Head/SENCO	On-going On-going On-going On-going	Differentiation apparent in all lessons Students' awareness of disability is increased Students are able to achieve their potential as appropriate resources are used and targets set according to ability

Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes (where possible): · Ramps · Lift to second floor · Corridor width · Accessible parking bays · Accessible picnic benching in zonal areas · Accessible toilets and changing facilities · Evacuation Chairs · Library shelves at wheelchair-accessible height · Re-organisation of specialist classrooms to ensure access for all.	Allows students to access all areas of the academy including specialist teaching spaces and communal areas.	Continuous assessment of site facilities External audits to be carried out Investigate installation of hearing loop	Site & Facilities Manager H&S advisor Disability awareness organisations e.g. Direct Access Consultancy Site & Facilities Manager	On-going Annual April 2023	Students can access areas within a safe and secure environment
Improve the delivery of information to students with a disability	Our academy uses a range of communication methods to ensure information is accessible. This includes: · Internal signage · Large print resources		Continuous assessment of site facilities Continuous assessment of classroom resources	Site & Facilities Manager Teaching staff/ learning support dept	On-going On-going	Students can access required information within and outside of the classroom

	∙ Pictorial or symbolic representations					

Developments

2004	Lift installed to second floor
2005	Accessible parking bays installed - the use of the accessible parking bays are monitored regularly to limit misuse by non-disabled motorists
2008	Hygiene suite installed
2009	Replacement of blinds - improve visibility of whiteboards (on-going)
2011	Secure reception built with disabled access
2015	Access audit carried out
2015	Specialist classroom (Drama) built ensuring disabled access
2015	Ramps installed to allow disabled access to rear of school
2016	Redecoration to include contrasting skirting boards/door frames enduring easier identification by visually impaired
2016	Dropped kerbs provided to allow wheelchair users immediate access onto the pavement.
2017	Library relocated. Shelving installed at wheelchair-accessible height
2018	LCC refurbishment project: Specialist classrooms (Art/IT) moved within buildings to ensure access for all. Previous rooms become generic classrooms. New changing facilities ensuring disabled access
2020	Specialised Learning Centre relocated for easier access and central location
2021	Evac chairs installed across the whole site
2021	Improved and enhanced signage across whole academy

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Audit & Compliance Scrutiny Committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- SEND & Inclusion Policy
- Supporting students with medical conditions policy
- The academy's development plans

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Evac Chairs				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				

Example of a PEEP

PERSONAL EMERGENCY EVACUATION PLAN (PEEP) – MOBILITY DISABILITY

Name:	xxxxxxxxxxxxx

ALARM SYSTEM:

I am informed of an emergency by: (tick all that apply)

		Any other notes or comments:
Existing Alarm System	✔	xxxxxxx will be notified of an alarm by the fire bell and support from staff. This may include the use of the evacuation chair or wheelchair.
Visual Alarm System		
Pager Device		
My carer or buddy	✔	
Evacuation Chair	✔	
Wheelchair	✔	
Other: Please specify :	staff	

DESIGNATED ASSISTANCE:

The following people have been designated to give assistance when I need to get out of a building:

Name(s)	**Contact Phone Number**
1. Class teacher	
2. First Aid Staff/evacuation chair trained staff	Number 3 radio
We have decided on a pre-arranged meeting points for all locations:	

xxxxxxx will make her way with the support of staff to the large playground to position herself with her form group. xxxxxxx will use the evacuation chairs with support staff or use the nearest fire exit if on the ground floor with the support of a wheelchair as needed.		

EQUIPMENT PROVIDED:

I need to use the following equipment: (please tick all that apply)

ResQmat		Any other notes or comments:
Mechanical Hoist		Training needed? Y/N
Vibrating Pager (Deaf Alerter System)		**December 2021 – evacuation chair staff training**
Other: Please specify below	✓	
None required		**Evac chairs can be used to supportxxxxxxx if needed. If this is not needed xxxxxxx can walk herself. If this is not possible the wheelchair is an option.**

I need the equipment as listed above to be available in the following places:

Evacuation chairs at the required points along the top corridor (C201), 3-storey block (– xxxxxxx has no classes up on the top 3rd floor) or up on the second floor in science. If xxxxxxxx is to be in Technology areas, the overpass corridor can be used with a member of staff to move xxxxxxx with the evacuation chair or a wheelchair.
If xxxxxxxx needs to get from a classroom to the evac chair, it will be necessary to bring the wheelchair out to her using the lift where necessary.

CONFIRMATION OF USE OF EQUIPMENT :	YES	NO
The use of the equipment I need has been explained to me		
I would like further training on the use of evacuation equipment		

EVACUATION PROCEDURE:

These are step by step instructions, beginning from the sound of the first alarm:	
1.	As soon as the alarm sounds, I will make my own way out of the building, following the signs and listening to the staff member. I will take a little longer than most people.
2.	I am aware that I do not need to observe any one-way systems which are in operation.
3.	I will proceed to the special assembly point on the large playground. I will have a wheelchair to sit if needed.
4.	I will remain at the assembly point so that staff with evacuation responsibilities are able to check that I am safely out of the building.
5.	ALARM CEASES – WAIT FOR INSTRUCTIONS TO RE-ENTER BUILDING
6.	

AWARENESS OF PROCEDURE:

I have received a copy of information about the emergency evacuation procedures in:

		Any other notes or comments:
In Braille		
In British Sign Language		
In print		Signed copy scanned via email
In large print		
On Disk		
Other – see opposite		

Signed SENCO	Name Mr A Adlington	Date
Signed Student	Name	Date