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Company Registration Number: 10745840 (England and Wales)

Elements Academy

# Accessibility Plan

September 2022

<b>1</b>	<b>Summary</b>	Elements Academy Accessibility Plan			
<b>2</b>	<b>Responsible person</b>	Victoria Woodrow			
<b>3</b>	<b>Accountable ELT member</b>	Victoria Woodrow			
<b>4</b>	<b>Applies to</b>	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
<b>5</b>	<b>Trustees and/or individuals who have overseen development of this policy</b>	N/A			
<b>6</b>	<b>Headteachers/Service Heads who were consulted and have given approval (if applicable)</b>	N/A			
<b>7</b>	<b>Equality impact analysis completed</b>	<b>Policy Screened</b>	<b>Y/N</b>	<b>Template completed</b>	<b>Y/N</b>
<b>8</b>	<b>Ratifying committee(s) and date of final approval</b>	Elements Academy APRC			
<b>9</b>	<b>Version</b>	1.0			
<b>10</b>	<b>Available on</b>	<b>Every</b>	<b>Y/N</b>	<b>Trust Website</b>	<b>Y/N</b>
				<b>Academy Website</b>	<b>Y/N</b>
				<b>Staff Portal</b>	<b>Y/N</b>
<b>11</b>	<b>Related documents (If applicable)</b>	<ul style="list-style-type: none"> <li>• Risk Assessment Policy</li> <li>• Health and Safety Policy</li> <li>• Equality Information and objectives (public sector equality duty) statement for publication</li> <li>• Special educational needs (SEN) information</li> <li>• Supporting pupils with medical conditions policy</li> </ul>			
<b>12</b>	<b>Disseminated to</b>	All Elements Academy Staff			
<b>13</b>	<b>Date of implementation (when shared)</b>	September 2022			
<b>14</b>	<b>Date of next formal review</b>	September 2025			
<b>15</b>	<b>Consulted with Recognised Trade Unions</b>	N/A			

<b>16</b>	<b>Adopted by Ethos Academy Trust following consultation</b>	N/A
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Date	Version	Action	Summary of changes
Sept 22	1.0		New Policy

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# 1. Aims

Schools 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;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

Ethos Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

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

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

The Trust supports any available partnerships to develop and implement the plan, including advice from the local SEND Assessment and Commissioning Team and Human Resources. It should be used in conjunction with the Equalities Policy, Special Educational Needs Policy and the School Development Plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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 pupil and parental voice, Trustees and the staff team.

## 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.

Schools 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.

## 3. 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 Executive Leadership Team.

## 4. Links with other policies

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

- Risk assessment policy;
- Health and safety policy;
- Equality information and objectives (public sector equality duty) statement for publication;
- Special educational needs (SEN) information report;
- Supporting pupils with

## Appendix 1A: Action plan: Elements Academy

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Thorough investigation of need through EHCP and assessments and then ensure that the curriculum is adapted to meet need.</p> <p>Develop and adapt resources where necessary to meet the need of the student</p> <p>The curriculum includes opportunities to undertake activities/therapies to address any area of therapeutic need.</p> <p>The curriculum is reviewed when necessary with student access in mind and make adjustments when needed.</p> <p>Pupils are grouped sensitively according to their academic and SEMH needs.</p> <p>Some curriculum resources include examples of people with disabilities.</p>	Develop further the effective use of technology to support pupils to access the full curriculum	<p>Continue to assess children formatively and summatively across the school to ensure good progress being made.</p> <p>Staff development around use of technologies to increase curriculum access</p> <p>Monitoring of effectiveness of use of technology to increase access to curriculum.</p> <p>When purchasing resources, planning assemblies and lessons examples of disabled people considered</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include</p>	<p>Class teachers</p> <p>SENDCO</p> <p>SENDCO</p> <p>Teachers and all staff who deliver assemblies</p> <p>PE Staff</p>	<p>Summer term 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All pupils make at least good progress irrespective of disability – within lessons, across a series of lessons and over time.</p> <p>Feedback from student voice shows that all students feel included and able to access all aspects of school life irrespective of disability.</p> <p>Technology supports all to achieve and assists those that require additional support.</p> <p>PE is accessible for all and adapted when necessary, meaning that all students are</p>

	<p>Lessons are adapted to include current and real time issues that are significant to students with disabilities.</p> <p>Reasonable adjustments are made to the Adventure Curriculum to ensure access for all</p> <p>Information regarding any disability or health condition is sought in our early communications with new parents and carers (after EHCP consultation). For parents and carers of children already at the school, we collect information on disability as part of our annual data updates.</p>		<p>accessibility of equipment and activity.</p> <p>Expectations presented to teachers to incorporate when planning lessons.</p>	<p>Teachers</p> <p>SENDCO Admin team</p>	<p>Ongoing</p> <p>Ongoing, prior to a new child joining the school</p>	<p>healthy and are aware of how to be healthy.</p> <p>Elements Academy is inclusive and discusses current affairs that may impact upon those with disabilities</p>
<p>Improve and maintain access to the physical environment</p>	<p>The lift is in good working order</p>	<p>Continue to review environment</p>	<p>Ensure that all outside spaces have no hazards and are accessible for all at all times.</p>	<p>Site Manager All staff</p>	<p>Ongoing</p>	<p>Staff have relevant knowledge of children in their class and can adjust teaching and learning styles according to the pupil profiles.</p>

	<p>Ramps are in place</p> <p>Corridors are wide enough for access and have no obstructions.</p> <p>All classrooms are accessible for all</p> <p>Toilets with disability access are available.</p> <p>A worktop and sink with adjustable access is available in the food room</p> <p>Disabled parking bays are accessible at the front of school</p> <p>Classroom spaces are designed to ensure access for all</p> <p>We have large spaces where students with disabilities can eat (large hall)</p>		<p>Undertake 'walks' with members of the disability team to ensure nothing has been overlooked.</p> <p>Ensure that all places to be visited and activities that take place are risk assessed and assessed for accessibility.</p> <p>Any daily identified issues with the building to be shared via email to the Site Manager and Business Manager</p>	<p>Site Manager Headteacher</p> <p>Adventure Team Lead</p> <p>All staff Site Manager Business Manager</p>	<p>July 22/ September 22</p> <p>Ongoing</p>	<p>The environment is accessible for all.</p> <p>Trips, residential and outside sporting activities are accessed by all</p> <p>The building remains a safe, accessible and welcoming place for students, staff and visitors.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>In class differentiation to meet the needs of most students is strong and consistent through:</p> <ul style="list-style-type: none"> <li>• visual aids/maps</li> <li>• coloured paper</li> </ul>	<p>Continued review and development of use of technology to improve delivery of information to pupils.</p>	<p>Ongoing review of use of technology.</p> <p>Staff development around the effective use of technology.</p>	<p>SENCO/Teaching Staff</p>	<p>Ongoing 2022/23</p>	<p>All pupils make at least good progress irrespective of disability – within lessons, across a series of lessons and over time. Information is</p>



	<ul style="list-style-type: none"> <li>• extra time</li> <li>• baseline testing</li> <li>• interventions and impact checks</li> <li>• radio aid mics</li> <li>• large printing is available in classes.</li> </ul> <p>All correspondence to parents about students is checked to ensure it is accessible to all.</p> <p>Internal/external signage is easy to follow and understand.</p>	<p>Leaflets and promotional materials including the website are accessible for all.</p>	<p>Monitoring of effective practice.</p>	<p>Office Staff, all staff that create materials that are shared.</p>	<p>Ongoing 2022/23</p>	<p>presented in a way to enable all</p> <p>Information is presented in a way to enable all pupils access.</p>
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## Appendix 1B: Accessibility audit: Elements Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storey main building leading to a single storey education space and classrooms. Lift in main building to allow access up onto the first floor.	Corridor inspection Regular stairway inspection Lift maintenance/lift inspection annually	Site Manager	Annually Lift – in line with guidelines
Corridor access	All corridors are wide enough for wheelchair access and are manoeuvrable.	Corridors to be inspected and remain free of any obstructions at all times.	Site Manager School staff	Daily
Parking bays	Disabled parking space at the front of school. Staff carpark at the rear of Elements Academy with some parking spaces at the front of school	Monitor disabled bays to ensure that they are being used for intended purpose.	Site Manager Reception Staff	As and when appropriate
Entrances/doors	Main entrance door has access via ramp and press pad can be used to open the door. One outside door to the main play area in secondary has press pad access.	Annual inspection (minimum) of all fobbed doorways to ensure correct operation.  Mechanical failures/issues to be raised at weekly staff meetings under Health and Safety or Site manager	Site Manager  All staff	Annually  Daily when being used
Ramps	Ramps - access to building - 3 (main entrance and entrance from primary yard to classroom and primary yard to corridor - next to conservatory).  Primary and secondary entrance are via steps so should we need ramp access it would be the main entrance.	Ramps to remain free of obstruction  Ramps to be maintained	Site Manager and all staff Site Manager	Daily  Annually

	Ramp to Cabin			
Toilets	<p>One disabled toilet on the ground floor            Disability accessible toilet on the first floor.            Primary toilet with disability access on the ground floor.            Two sets of toilets in the main school area            One set of visitor/staff toilets            Primary Toilets in Primary area            Toilets on the first floor.</p>	<p>Toilets are not easily accessible for students who are in the Conservatory or in any of the classrooms that are around the second hall/KS4 intervention space. More toilets are required.</p> <p>Maintain cleanliness of the facilities at all times.</p>	<p>Headteacher            Site Manager</p> <p>Cleaning staff</p>	<p>Daily inspections of toilets</p> <p>Cleaning regime</p>
Reception area	<p>Reception area can be accessed via a ramp.            Fobbed door for staff and bell available for visitors.            Large, secure waiting area available when visitors enter the building</p>	<p>Ensure that internal emergency signage and escape routes are clearly marked.</p> <p>Emergency signage and escape routes to be updated.</p> <p>Signing in system to be put in place.</p> <p>Visitor procedures to be put in place – reception staff to ensure that all ID is checked, identification (lanyard or sticker) is given and worn.</p> <p>Safeguarding and health and safety/fire procedures to be shared on arrival.</p> <p>All visitors to be met at reception by those they are visiting.</p>	<p>All Business Support/Administration team located in main reception.</p>	<p>Daily</p>
Internal signage	<p>To be developed in preparation for opening.</p>	<p>Signage to be internally prepared and ready for new systems and strategies regarding the physical environment.</p>	<p>Executive Headteacher,            Headteacher</p>	<p>Ongoing monitoring of all access in and around school</p>

		Any issues with signage to be reported to the site manager as a matter of urgency.		
Emergency escape routes	<p>Shown in the fire plan.</p> <p>Floor plans in key positions clearly identify nearest exit to use.</p> <p>Doors are clearly marked and all fobbed doors will open in the case of a fire/emergency</p> <p>Evacuation chair available in case of an emergency on the first floor.</p>	<p>Ensure that all routes are clear</p> <p>Signage is clearly visible</p> <p>Escape routes are explained during staff and student induction.</p> <p>Fire drills to be undertaken prior (with staff) and post opening (with all)</p> <p>Evacuation training using this equipment to be undertaken by key staff prior to opening.</p>	<p>Site Manager</p> <p>All Staff</p> <p>Headteacher</p> <p>Business Manager</p>	<p>Daily walks of escape routes to be taken to ensure all are clear.</p> <p>Practice fire drills should take place at least termly.</p> <p>Practice twice a year and training annually.</p>

