

# ACCESSIBILITY PLAN

## DARTON ACADEMY



<b>Approved by:</b>	Joe Spencer	<b>Date:</b> 14.11.24
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## Contents

Accessibility Plan Regulatory Requirements.....	2
Definitions.....	2
Aims .....	2
Publication .....	2
Links with other policies .....	2
Appendix 1 – Accessibility Action Plan .....	4
Appendix 2: Accessibility Audit Template .....	5

## 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
Increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate and ambitious for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders to complete annual audit to review teaching of protected characteristics</li> <li>• Student voice to inform actions to be taken</li> </ul>	<p>VP</p> <p>SENCO</p>	Summer term	<p>Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination.</p> <p>Pupils feel included and can participate fully.</p>
Improve access to the physical environment to increase the extent to which pupils with disabilities can take	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> </ul>	<p>Update PEEP for each relevant pupil &amp; staff</p> <p>Ensure sufficient staff are trained in how to use Evac chairs</p>	Finance manager, SENCo	Summer Term	Staff and pupils can evacuate the building safely and promptly in event of fire

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
advantage of education and the wider curriculum offer	<ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• VI adaptations – rings on pillars to avoid collision</li> </ul>	Arrange termly evacuation rehearsal and record this on Evolve.			
Improve the availability of information to pupils with disabilities	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• SEND section on website</li> </ul> <p>Child-friendly policies Link to the local offer is on academy website</p>	<p>Review website and ensure key information for pupils is easily found</p> <p>Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained</p>	<p>Principal</p> <p>SENCO</p>	<p>January 25</p> <p>January 25</p>	All pupils can access information about the curriculum and support for learners with SEND

## Appendix 2: Accessibility Audit Template

<b>School</b>	<b>Darton Academy</b>
<b>Date</b>	<b>2024-25</b>
<b>Audit Team</b>	<b>Finance manager, SENCO, Site Manager, Principal.</b>

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
<b>Schedule 1: Approach to Building</b>						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y					
Are there separate entrances for cars and pedestrians?	Y					
Is the route wide enough, and free of kerbs?	Y					
<b>Schedule 2: Car Parking</b>						
Are accessible car parking bays signposted from the car park entrance?	Y		All disabled parking spaces have their own signpost to identify the location			
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y					
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y					
<b>Schedule 3: External Ramps &amp; Steps</b>						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	Y		2 ramps on site – 1 main yard to astro-turf 2 is long winding pathway to pavilion  There is a small ramp (approx. 30cm) down onto the top astroturf. This has been painted yellow to aid visibility and depth perception.  Step-free access to the building.			
If no permanent ramp is provided, can a portable ramp be made available?	N/A		Portable ramp not required, clear level access to all entrances			
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	Y		All external steps have different coloured nosings and handrails			
<b>Schedule 4: Main Entrance, Lobby &amp; Reception Areas</b>						
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y					
Can people on each side of the door, either seated or standing, see each other?	Y					



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
If fitted, are door control systems fitted at heights suitable for all users?	Y					
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					
Does the door pressure allow ease of access for all users?	Y					
Are thresholds flush and level, and mat wells firmly fixed?	Y					
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y		It also accommodates a standard walking frame.			
If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	Y		Not given as a recommendation from the VI habilitation officer. Room signs are visible in terms of font size. Room signs also have braille underneath. Sign-in screen is accessible for those with lower sight levels eg wheelchair users.			
Have front line staff (reception) had access awareness/ equality training?	Y					
<b>Schedule 5: Corridors, horizontal movement and activity spaces</b>						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y					
Do any windows (natural light), or artificial light provide glare or silhouettes?	Y		Possibly when sunlight comes through windows there could be glare or silhouettes.  Classrooms have window blinds which reduce glare on the whiteboards.			

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Y					
Are suitable signs provided, from both standing and seated positions, where necessary?	Y					
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y					
<b>Schedule 6: Doors</b>						
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					
Are doors well contrasted from their surroundings?	Y					
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					
Can people on each side of the door, either seated or standing, see each other?	Y		All have vision panels			

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					
If double doors, does one leaf allow 800mm clear opening width?	Y					
<b>Schedule 7 - Vertical movement, internal level change (ramps, steps)</b>						
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	N/A		No internal ramps			
Are surfaces slip resistant, with kerbs at the edges?	n/a		All surfaces are slip resistant, no kerb edges present internally			
If no permanent ramp is provided, can a portable ramp be made available?	n/a		Not required on site, all areas accessible with lifts and then all levels flat			
Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	Y		All stairs have handrails and different coloured nosings			
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Y		Tactile warnings not present			
<b>Schedule 8 - Vertical movement, stairs</b>						

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Y					
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y					
Are there suitable landings provided at intermediate levels on stairs?	Y					
Is suitable visual and tactile information fitted at each floor level?	Y		Coloured stripes – 1 metre high - have been added to pillars on all levels			
Is there suitable lighting?	Y					
<b>Schedule 79- Vertical movement, lifts and stairlifts</b>						
Is a passenger lift provided within the school?	Y					
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
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					
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					
Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	Y					
Does the lift have audible announcements and visual displays?	Y					
Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	Y					
Are controls clearly identifiable and within reach of all users?	Y					
Does the stairlift platform when not in use automatically revert to folded position?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
<b>Schedule 10 - WC Provision Generally</b>						
Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able-bodied person?	Y		There is a DWC present in all areas of general toilets.			
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y					
Are the floors slip resistant?	Y					
Are fittings easily distinguished from their background?	Y					
Are compartment doors controls easily gripped and operated?	Y					
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	Y		There is a DWC present in all areas of general toilets.			
<b>Schedule 11 - Accessible WC Provision</b>						
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able-bodied person?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y					
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y					
Are floor finishes slip resistant?	Y					
Are management procedures in position to maintain viability of facility?	Y					
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					
<b>Schedule 12: Changing &amp; Shower Facilities</b>						
Are there changing facilities?	Y					
Is a shower compartment provided which is suitable for use by people with disabilities?	Y					



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the height of the shower head variable?	Y					
Have a tip-up seat and suitable handrails been provided?	Y					
Is there a dressing cubicle and does it comply with required size and layout?	Y					
Are lockers easily reached and operated?	Y					
Are all fittings readily distinguishable from their background?	Y					
Does the floor have a slip resistant finish?	Y					
<b>Schedule 13 - Bathrooms</b>						
Is there a bathroom?	<b>N</b>					
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	N/A					
Are all fittings easily reached and operated?	N/A					
Are all fittings readily distinguishable from their background?	N/A					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Does the floor have a slip resistant finish?	N/A					
Is a hoist provided?	N/A					
Are there reception counters, services desks or serveries?	N/A					
Is provision made for wheelchair users (both sides) and are induction loops fitted?	N/A					
Is glare or silhouetting avoided at these counters (design and positioning)?	N/A					
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	N/A					
Do tables allow for wheelchair access?	N/A					
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	N/A					
Are telephones equipped with induction couplers for hearing aid users?	N/A					
Is a text phone available?	N/A					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
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					
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					
Is the environment free of unnecessary noise e.g. heating units?	N/A					
Are induction loops fitted wherever information is given or meetings are being held?	N/A					
Are tea/coffee facilities and vending machines accessible by all?	N/A					
<b>Schedule15: Kitchens</b>						
If provided, does the kitchen have fittings suitable for use by disabled people?	N/A		Could this be classed as the staff room?			
Is the kitchen of adequate size and layout for disabled people ?	N/A					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are all fittings readily distinguishable from the background?	N/A					
Is lighting adequate?	N/A					
Does the floor have a slip resistant finish?	N/A					
<b>Schedule 17: Means of Escape</b>						
Is there an audible alarm system?	Y					
Is the audible fire alarm supplemented by a flashing light system?	Y					
Are ground floor exit routes as accessible as the main entrance routes?	Y					
Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y					
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?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are there Personal Emergency Evacuation Plans in place for members of staff who may require assistance?	Y					
<b>Schedule18: Building Management</b>						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y					
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y					
Is door ironmongery regularly maintained?	Y					
Are lifts, platforms and stairlifts regularly serviced ?	Y					
Are accessible WCs kept clear and not used for storage?	Y					
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do you consider tonal and colour contrast before a redecoration scheme?	Y					
Do new signs integrate effectively with current signage?	N/A					
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y					
Are induction loops and infra red systems clearly signed and checked regularly?	Y					
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y					
Is there a fire escape strategy for visitors who may require assistance?	Y		Added to the fire evacuation procedure			
Is there a personal egress plan prepared for any member of staff who may require assistance?	Y		PEEPS for staff			
When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Y					

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
<b>Schedule 19: Curriculum</b>						
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		LSAs meet with key professionals involved with students with a disability/impairment		N/A	
Are your classrooms optimally organised for disabled pupils?	Y		Seating plans are in place to ensure students with a disability/ impairment are seated appropriately.		N/A	
Do lessons provide opportunities for all pupils to achieve?	Y		All staff are aware of the needs of individual students and ensure that lessons are accessible. Students with SEND have a learning passport to identify needs and support strategies.		N/A	
Are lessons responsive to pupil diversity?	Y		EPC includes topics on diversity. Assembly/ tutorial themes. Personal Development programme.		N/A	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y				N/A	

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		All students in KS3 access music/drama /dance on rotation. PE lessons in all years.		N/A	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y		Yes. Staff are made aware of all aspects of a child's needs eg students with a VI will tire more easily. Some students have rest breaks throughout the day.		N/A	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y		Yes. Support is available in practical lessons where appropriate.		N/A	
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		Students who cannot participate physically can participate in a supporting role. Some may complete activities with 1-1 support.  PE team have discussed adaptations they make.		N/A	



Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do you provide access to computer technology appropriate for students with disabilities?	Y		Yes. Students use laptops in lessons and exams. Text Help (computer reader) is also used.		N/A	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y		Yes. Students are encouraged to attend visits where reasonable adjustments can be made. This has included a trip to France and geography field trips.		N/A	
Are there high expectations of all pupils?	Y				N/A	
Do staff seek to remove all barriers to learning and participation?	Y				N/A	
<b>Schedule 20: Materials in other Formats</b>						
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		Door signs have braille underneath. Student work is modified (eg enlarged) where appropriate. Scaffolded resources and activities are used daily.			

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
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		As and when required this would be utilised			
Do you have the facilities such as ICT to produce written information in different formats?	Y		As and when required this would be utilised			