



**GREENWOOD ACADEMIES TRUST**

**Accessibility Plan for**  
**Rushden Primary**  
**Academy**

30.07.2022

# Introduction

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

1. This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust Board, pupils, parents, staff and Advisory Councillors of the Academy and covers the period from August 2021-August 2024.
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:
  - a. 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.
  - b. 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.
  - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include hand-outs, 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 on-going 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 102: Designing for disabled children and children with special educational needs.
- 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](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](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/LABCAccessibleToilet%20Diagram%20and%20Advice.pdf>

# Physical Accessibility

Action summary

No	Issue	Legislation	Action	Responsible Person	Completion date
	Hygiene Room: WC, associated fittings and shower seat set at adult height. This room is for pupil use and fixtures and fittings should be age-appropriate as per DfE Building Bulletin 99.	DfE Building Bulletin 99.	Install replacement standard adult WC with seat height at 420-430mm i.e. height Refit grab rails at 100-150mm above seat height and 400-500mm centres from centre of seat Refit shower seat to 420-430mm above the floor	The Principal	As required. Toilet not presently used.
	No hoist available.		This can be bought in as and when required	The Principal	As and when required
	No lower height/adjustable height desks/worktops/sinks		This can be bought in as and when required	The Principal	As and when required

# Mobility Impairment



## CIRCULATION ROUTES

Level access to front entrance and to all classroom and main hall entrances. Thresholds have up-stands approx. 150mm. Corridors 2m wide in school area and 1.2m in staff areas.

Classrooms with a final exit have a wide door with level egress for ease of exit in an emergency.

Flooring is level in all areas except external steps to KS2 entrance.

KS2 entrance: Two steps to large landing with low gradient ramped access 2m wide on one side

Car park surface is even with no holes. Five designated accessible parking spaces are available. Spaces have level access to the pedestrian entrance. Pedestrian gates or entrances onto the grounds have a min clear opening width of 1000mm. Inspection chamber covers and service inspection chambers are flush with the surface.

## 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

Well-mat level with floor surface.

Guarding to outward opening entrance doors.

## DINING AREAS

Access to and from the dining area is suitable width for those with mobility impairment to move around. Low level dining counter in place.

Furniture is suitable for use for those in a wheelchair and allows interaction between all pupils and staff whilst dining.

## ACCESSIBLE FACILITIES

1 larger sized cubicle in each pupil toilet block. Fitted with grab handles and outward opening door.

Two adult sized accessible WC(s) available for staff use plus separate facilities for pupils. Fitted with grab handles, low level washbasins and driers and raised WC and of sufficient size and space inside and out for a wheelchair to turn around.

A specialist hygiene room measuring 12.5m<sup>2</sup> is available with care bed CE marked standard.

# Visual Impairment

## LIGHTING AND CONTRAST

Contrasting colours distinguish between floors, walls and doorways.  
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 Glass panels in the doors split into two sections.



## CIRCULATION ROUTES

External steps to KS2 entrance have slip-resistant edge marking in place and tactile warning surface incorporated at the top and bottom.

No overhead obstructions were observed along pedestrian routes

# Hearing Impairment

Visual alarms (beacons) are in use in where those with hearing impairment might be alone, such as accessible toilets



# Curriculum Accessibility

## Curriculum Accessibility

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, SMSC, the quality of personal relationships etc.)

No	Issue	Action	Responsible Person	Completion date
1.	Ensure that all children have access to the curriculum regardless of their disability.	<p>Adaptations to activities where necessary to enable every child in a class to access them.</p> <p>Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (e.g. visual and kinaesthetic resources, task lists, support materials etc)</p> <p>Refer to and take advice from external agencies about provision for specific children.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p> <p>Support materials available for children with visual impairment e.g. coloured paper, different font.</p>	SENDCo Teachers TAs	On going

No	Issue	Action	Responsible Person	Completion date
2.	Ensure CPD Training Plan covers the full range of disabilities represented in the school.	<p>Audit Teacher and TA training needs and inform professional development process.</p> <p>Work with Teachers and TAs through PDRs to develop their knowledge.</p>	Principal SENDCo	On going
3.	Ensure school trips are accessible to all.	<p>Ensure inclusion statement in Educational Visits Health and Safety Policy (GAT).</p> <p>Develop guidance for staff and parents on making trips accessible. Develop appendix to Ed. Visits Policy</p> <p>Work with parents and trip destination staff to ensure access, and make appropriate plans.</p> <p>Ensure risk assessment includes accessibility issues.</p> <p>When organising a trip the school will take into account accessibility for all children in the group.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made where possible.</p>	<p>Principal / All Staff</p> <p>Principal</p> <p>Staff organising the Educational Visits</p>	<p>Review annually</p> <p>Ongoing by need</p> <p>On-going By Need</p> <p>On-going By Need</p>

No	Issue	Action	Responsible Person	Completion date
4	Review PE Curriculum to make PE accessible to all.	<p>Gather information on accessible PE and Disability Sports.</p> <p>Invite disabled sports people in whenever possible.</p> <p>Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists/Physio/OT regarding children with a disability.</p>	<p>PE Co-ordinator / SENDCo</p> <p>GDFT PE Director</p> <p>PE Co-ordinator</p>	On going By Need
5.	Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	<p>Ensure disability issues are discussed with the children across the curriculum and in assemblies with specific reference to Rushden</p> <p>Promote awareness of disabled achievement and participation in the community e.g. Para Olympics. Seeking opportunities to get people in and/or raise awareness through international/national media.</p>	<p>PE Co-ordinator SENDCo</p>	<p>On going</p> <p>On going</p>

## Written Information

No	Issue	Action	Responsible Person	Completion date
1.	Review information to parents / carers to ensure it is accessible.	<p>Ask parents / carers about access needs when child is admitted to school, including EAL.</p> <p>Proof Read all letters home to check for Plain English.</p> <p>Produce newsletter in alternative formats to meet need. Inform parents that other formats are available.</p> <p>Statement on website about accessibility options.</p>	<p>Principal</p>   <p>Academy Administrator</p> <p>Principal/Admin</p>	<p>On going</p>   <p>On going</p>
2.	Inclusive discussion of access to information in all parent consultations.	Ask parents / carers and children about access to information and preferred formats in all parent consultations.	Teachers SENDCo	On going

No	Issue	Action	Responsible Person	Completion date
3.	Ensure academy information materials are accessible.	<p>Seek advice making information accessible.</p> <p>Ensure brochure is in plain English etc. and ensure it explicitly welcomes disabled children and those with SEN.</p> <p>Provide alternative formats for access where needed.</p> <p>Posters for Support in place around academy (Access Support, Family Support, Pupils Support)</p>	<p>Principal</p> <p>On going</p>	<p>On going</p> <p>Annually</p>