

Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Author:	M Oldman
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.
3.0	09/06/25	ET	Review of 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

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

At Orchard Mead Academy we work together to Make a Positive Difference, to ourselves, to others and to our world. This means we support all our students to aim for the highest standards, not just in lessons and examinations, but also in extra-curricular activities. Students are also encouraged to become involved in charitable activity and to actively help others. We take collective responsibility to make Orchard Mead Academy, Leicester and the wider world a better place.

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

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

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

Our school'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 pupils, parents, staff and academy councilors of the school.

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. Action plan

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>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p><u>On-Going Objectives:</u></p> <p>Ensure curriculum materials accessible</p> <p>Specialist, auxiliary aids and equipment (Including for PE)</p>	<p>Advise staff within school what a particular child's needs are, for example, teachers will need to ensure font size, layout and coloured paper or overlays allows curriculum material to be easily read</p> <p>Provide specialist or auxiliary aids and equipment to students.</p>	<p>SENCO</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Equality of access to the curriculum.</p> <p>Equality of access to the curriculum.</p>

		New students	Review student records ensuring awareness of disabilities of new students.	SENCO	Ongoing	Equality of access to the curriculum.
		Enable access for all to school trips.	Trips locations to be assessed and risk assessments inclusive for disabled access. Ensure transport has suitable facilities. TAs who are child centred to go on trips with particular pupils to which they are normally attached.	EVC/SENCO	Ongoing	
		<p><u>Medium Term Objectives:</u></p> <p>Library Access - Audit current stock. Discuss needs with school library service. Plan for purchases of additional books where necessary.</p>	Audit the school library to ensure availability of large font and easy read texts	Librarian/Reading Coordinator	Ongoing - annually	

Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required, this includes: <ul style="list-style-type: none"> School well sign-posted. 4 disabled parking bays located within the car park. Easy access to the main school building directly from the car park, with clear signs leading to the main reception area of the school. 	Internal doors to be made easier to operate by wheelchair users.	Installation of push button opening mechanism on doors throughout the academy.	Site Manager	When reasonably practicable	Fully compliant buildings and grounds
	<ul style="list-style-type: none"> The reception desk is low enough for wheelchair users to speak with the receptionist. Disabled Changing Areas have pull cords hanging near the showers. Lift to allow wheelchair users access to the upper level of the school - buttons located at the height of our wheelchair users. 	Ramps to replace steps on all external access doors and fire doors.	Safer evacuation during emergency situations.	Site Manager	When reasonably practicable	Fully compliant buildings and grounds
		Evacuation from upper levels.	Personal Emergency Evacuation Plans in place for all disabled students and staff.	SEND Officer (Students) / HR Admin (Staff)	Ongoing	Safety of students improved during emergencies.

	<ul style="list-style-type: none"> • Inclusive play opportunities provided for all students. • Inclusive after school clubs provided for all students. • Outdoor seating area - plenty of room for wheelchair users to sit at the tables. • Disabled toilets located in all blocks and, in general, well signed and include toilet safety handle bars, sink, hand dryer and an emergency pull cord. • Dining hall and Sports Café - good open seating area. Chairs can be moved in order to allow wheelchair users access. • Good wheelchair access to areas such as the Design Rooms, Library and Music Room. • Corridors - a one -way system which helps to keep people moving round. 					
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	<ul style="list-style-type: none"> • Classrooms - spacious. Furniture could be moved if necessary to allow easy access for wheelchair users to manoeuvre independently. • Good standard of daylight throughout the school. 					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	To enable improved access to written information.	<p>Raising awareness of font size and page layout.</p> <p>Audit signage around the school to ensure it is accessible to all.</p>	<p>SENCO</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Ongoing - annually</p>	All Stakeholders with disabilities have equal access to information

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 Board on behalf of the Trust, and the Principal on behalf of the school.

5. 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 medical conditions policy

Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three	Lifts Available		
Corridor access	One way system in place			
Lifts	Two			
Parking bays	Four			
Entrances	Two Main Entrances with sliding door access			
Ramps				
Toilets				
Reception area	Lowered desks			
Internal signage				

Emergency escape routes				
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Appendix 2: Specialist equipment checklist for schools with DSPs

Internal/external area or room checks should include:

1. Finger guards in place.
2. Access control working.
3. Any CCTV in place is working and stickered to show that persons are being recorded.
4. Radiators and hot pipes are suitable for the environment and not a burn risk.
5. Fixture, fittings & equipment are in a safe useable condition for that age user.
6. Windows have opening restrictors on them.
7. Play equipment is suitable for the age and need of the current users.
8. Suitable risk assessments are in place that cover needs as a whole and individual. These to include as a minimum:
 - a. Classroom RA
 - b. Open/play area RA
 - c. Individual need RA
 - d. Activity RA such as cooking/building etc
9. Perimeter boundary off play area/buildings is suitable and does not pose a risk.
10. Suitable Evacuation or Invacuation procedures are in place and practiced for the current users.