



# **Accessibility 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 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

Castle Hall 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.

Castle Hall has an agreed set of values which underpin the ethos and behaviours expected of everyone within the academy community:

- Ambition
- Equality
- Creativity
- Sense of belonging
- Honesty
- Self-respect

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, 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 academies 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student 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.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for students with a disability</p>	<p>Our academy offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students 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 students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>To ensure all teachers have high expectations of all students through the setting of appropriately differentiated work.</p>	<p>Lead practitioners launch the high expectations through differentiation focus.</p> <p>Audit of curriculum to ensure it meets the needs of all students.</p> <p>Audit of curriculum resources to ensure inclusive approach.</p>	<p>Lead Practitioners and KBN</p> <p>SC</p> <p>HOF</p>	<p>December 2017</p> <p>January 2018</p> <p>Easter 2018</p>	<p>Focused Learning Walk and Work Scrutiny records show clear evidence of differentiated work</p> <p>A revised curriculum model is in place for 2018-19</p> <p>All schemes of work and resources include examples of people with disabilities.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Visibility panels in all doors</li> <li>• Handrails on staircases for restricted growth students</li> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul>	<p>To explore all sources of capital funding in order to improve access to the physical environment of the Academy.</p>	<p>Use Condition Improvement Fund (CIF) guidance to explore bids for, eg:</p> <ul style="list-style-type: none"> <li>• Disabled changing facilities</li> <li>• Improvements to corridors and staircases to ease circulation</li> <li>• Library shelves - at accessible height</li> </ul>	<p>DN/ADP</p>	<p>November 2017 and annually</p>	<p>The Academy continues to make the best of resources to improve facilities and access to the physical environment for people with disabilities.</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our academy 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> </ul>	<p>To develop alternative communication methods to ensure access for all students.</p>	<p>Explore the use of the following in communication around the site:</p> <ul style="list-style-type: none"> <li>• <i>Pictorial or symbolic representations</i></li> <li>• Braille</li> <li>• Induction loops</li> </ul>	<p>SENCo</p>	<p>Ongoing</p>	<p>All students can access information in its most appropriate form.</p>

#### **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 governing body.

#### **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 students with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>The Academy has two separate buildings:</p> <ul style="list-style-type: none"> <li>- Science/DT – over 3 levels;</li> <li>- a 1930s-60s main block - over 5 levels;</li> </ul> <p>The ground floor of the main block also has 3 flights of corridor stairs – each with about 6 steps.</p>	<ul style="list-style-type: none"> <li>• The Academy will reinforce the use of internal one-way systems to ease the flow of student movement around the site, and reduce congestion at social and lesson times.</li> <li>• The Academy will explore any options for capital funding to install lifts but recognize that this is unlikely to be successful;</li> </ul>	<p>J Louth</p> <p>D Neve</p>	<p>December 2017</p> <p>Ongoing via Condition Improvement Fund bids</p>
Corridor access	<p>All corridors are restricted in their width, and are inadequate to cope with the number of students who use them.</p>	<ul style="list-style-type: none"> <li>• The Academy will reinforce the use of internal one-way systems to ease the flow of student movement around the site, and reduce congestion at social and lesson times.</li> </ul>	<p>J Louth</p>	<p>December 2017</p>
Lifts	<p>There are no lifts within the school.</p>	<ul style="list-style-type: none"> <li>• The Academy will explore any options for capital funding to install lifts but recognize that this is unlikely to be successful;</li> </ul>	<p>D Neve</p>	<p>Ongoing via Condition Improvement Fund bids</p>
Parking bays	<p>We have made provision for 4 reserved parking bays for staff</p>			

	with any disability.			
Entrances	<p>The main reception entrance has ramp access.</p> <p>There is also a ramp access to the Dining Hall.</p> <p>Most other entrances require staff/students/visitors to use stairs either just before or just after entry.</p>	<ul style="list-style-type: none"> <li>The Academy will explore any options for capital funding to introduce a scheme to make all entrances more accessible, eg to wheelchair users, but recognize that this is unlikely to be successful;</li> </ul>	D Neve	Ongoing via Condition Improvement Fund bids
Ramps	<p>The main reception entrance has ramp access.</p> <p>There is also a ramp access to the Dining Hall.</p>	<ul style="list-style-type: none"> <li>The Academy will explore any options for capital funding to introduce a scheme to make all entrances more accessible, eg to wheelchair users, but recognize that this is unlikely to be successful;</li> </ul>	D Neve	Ongoing via Condition Improvement Fund bids
Toilets	<p>New student toilets were opened in 2015.</p> <p>One disabled toilet is available for staff, students or visitors near to the main reception.</p>			
Reception area	<p>The reception has fairly limited space in which to welcome parents and visitors.</p> <p>There is limited seating space.</p> <p>Any discussions (in person or by telephone) are often</p>	<ul style="list-style-type: none"> <li>The academy will explore any options for capital funding to create additional, separate meeting/interview rooms to facilitate more private conversations, but we recognize that this is unlikely to be successful;</li> </ul>	D Neve	Ongoing via Condition Improvement Fund bids

	overheard.			
Internal signage	<p>Internal signage on doors is clear and consistent.</p> <p>There are some plans of the building which offer clarity, but limited space for internal directional signage.</p>			
Emergency escape routes	<p>Most emergency escape routes require the use of internal and external staircases.</p> <p>There are fire door exits from the main hall, dining hall and the 2 catering outlets.</p>	<ul style="list-style-type: none"> <li>The academy will explore any options for capital funding to improve emergency escape routes, but we recognize that this is unlikely to be successful;</li> </ul>	D Neve	Ongoing via Condition Improvement Fund bids