



ACCESSIBILITY PLAN

DON VALLEY ACADEMY



Approved by:	Abigail Hall	Date: 06/11/23
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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
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<p>Increase the extent to which pupils with disabilities can participate in the curriculum</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • Enrichment activities are provided after school to further supplement the curriculum and are differentiated where required to allow all students to attend • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Subject leaders to complete audit to review teaching of protected characteristics • Subject leaders to adapt schemes of learning to increase coverage 	<p>VP</p>	<p>Reviewed termly</p>	<p>Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination</p>
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AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
	<ul style="list-style-type: none"> • Education around diversity in school to help develop awareness and an opportunity to celebrate individuality 				

<p>Improve access to the physical environment to increase the extent to which pupils with disabilities can take advantage of education and the wider curriculum offer</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchairaccessible height • Wheelchair accessible tables and sinks in Science laboratories • Adjusted lesson times to allow quieter movements around the academy • Automatic doors centrally in school 	<p>Write a PEEP for each relevant pupil</p> <p>Train a team of staff to use the Evac chairs</p>	<p>Site Team AP/VP</p>	<p>Half Term 1</p>	<p>Staff and pupils can evacuate the building safely and promptly in event of fire</p>
<p>Improve the availability of information to pupils with disabilities</p>	<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 	<p>Review website and ensure key information for pupils is easily found</p>	<p>VP SENCO Site team</p>	<p>October</p>	<p>All pupils can access information about the curriculum and support for</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
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	<ul style="list-style-type: none">• Large print resources• Pictorial or symbolic representations <p>Link to the local offer is on academy website</p>	Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained			learners with SEND
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Appendix 2: Accessibility Audit

School	Don Valley Academy
Date	29.09.22
Audit Team	Michala Bromilow/Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 1: Approach to Building						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Yes		No concerns raised		D	Local Authority

Are there separate entrances for cars and pedestrians?	No		<p>Jossey Lane entrance has wide path on r/h side looking out and single path on l/h side with entrance to drive in between.</p> <p>Stonehill rise entrance has single path on r/h side next to entrance to car park.</p>	<p>Staff (including SLT) are on duty at beginning/end of the day to manage safety.</p> <p>Area is manned as above and staff don't finish until at least 15 mins after the students to ensure there is no movement of vehicles at the same time</p>	D	SLT/Site Team
Is the route wide enough, and free of kerbs?	Yes				D	SLT/Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 2: Car Parking						
Are accessible car parking bays signposted from the car park entrance?	Yes				D	Site team
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Yes				D	Site team

Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Yes				D	Site team
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Schedule 3: External Ramps & Steps

Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?			N/A No ramps installed gradient paths			
If no permanent ramp is provided, can a portable ramp be made available?			N/A			
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?			N/A			

Schedule 4: Main Entrance, Lobby & Reception Areas

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Yes				D	Site team



Can people on each side of the door, either seated or standing, see each other?	Yes				D	Site team
If fitted, are door control systems fitted at heights suitable for all users?	Yes				D	Site team
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Yes				D	Site team
Does the door pressure allow ease of access for all users?	Yes				D	Site team
Are thresholds flush and level, and mat wells firmly fixed?	Yes				D	Site team
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Yes				D	Site team
If fitted , does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Yes				D	Site team

Question	Provision Made?	Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
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	Y/N	Partial (%)				
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?		50%	Signage is accessible for those with lower sight levels but not for visually impaired	To be reviewed	A	H & S Co-ordinator
Have front line staff (reception) had access awareness/ equality training?	Yes		Educare training completed yearly on Awareness of Equality & Diversity		C	H & S Co-ordinator
Schedule 5: Corridors, horizontal movement and activity spaces						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Yes				D	Site team
Do any windows (natural light), or artificial light provide glare or silhouettes?	No				D	Site team
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Yes		There is an induction loop system in the assembly hall		D	Site team

Are suitable signs provided, from both standing and seated positions, where necessary?	Yes		No sign for the induction loop system	To be installed	A	Site team
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Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Yes				D	Site team

Schedule 6: Doors

Is the door/s necessary, can it/they be removed?			N/A			
Can fire doors be held open on magnetic devices (corridors)?	Yes		There is a maglock system throughout the academy		D	Site team
Are doors well contrasted from their surroundings?	Yes				D	Site team
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Yes				D	Site team

Can people on each side of the door, either seated or standing, see each other?	Yes		There are vision panels in all doors		D	Site team
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Yes				D	Site team
If double doors, does one leaf allow 800mm clear opening width?	Yes				D	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Schedule 7 - Vertical movement, internal level change (ramps, steps)						
If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?			N/A There are no ramps or steps installed internally			
Are surfaces slip resistant, with kerbs at the edges?			N/A			
If no permanent ramp is provided, can a portable ramp be made available?			N/A			



Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?			N/A			
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?			N/A			

Schedule 8 - Vertical movement, stairs

Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Yes				D	Site team
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Yes				D	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are there suitable landings provided at intermediate levels on stairs?	Yes		There are landings between and on each floor		D	Site team



Is suitable visual and tactile information fitted at each floor level?	Yes				D	Site team
Is there suitable lighting?	Yes				D	Site team
Schedule 79- Vertical movement, lifts and stairlifts						
Is a passenger lift provided within the school?	Yes				D	Site team
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Yes				D	Site team
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??	Yes				D	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				

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)?	Yes				D	Site team
Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?		80%	Internal controls are raised. The external call button isn't raised – only accessible by staff to operate (paxton card)	No concern for current members of staff – to be reviewed if required	C	Site team
Does the lift have audible announcements and visual displays?	Yes				D	Site team
Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.			N/A - No			
Are controls clearly identifiable and within reach of all users?			N/A			
Does the stairlift platform when not in use automatically revert to folded position?			N/A			

Schedule 10 - WC Provision Generally

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
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?		20%	There is 1 wider toilet cubicle in each of the student toilets (out of 5) which also has a flush handle instead of button		D	Site team
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Yes				D	Site team
Are the floors slip resistant?	Yes				D	Site team
Are fittings easily distinguished from their background?	Yes				D	Site team
Are compartment doors controls easily gripped and operated?	Yes				D	Site team
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	No		No concerns as there are sufficient alternative facilities provided		D	Site team
Schedule 11 - Accessible WC Provision						

Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Yes		There is an accessible WC located next to all the general toilets on each corridor		D	Site team
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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?	Yes				D	Site team
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Yes				D	Site team
Are floor finishes slip resistant?	Yes				D	Site team
Are management procedures in position to maintain viability of facility?	Yes		Use Every management system		D	Site team



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?	Yes				D	Site team
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Schedule 12: Changing & Shower Facilities

Are there changing facilities?	Yes				D	Site team
Is a shower compartment provided which is suitable for use by people with disabilities?	Yes				D	Site team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is the height of the shower head variable?	Yes		There is an accessible shower in the main building which has a variable head.		D	Site team
Have a tip-up seat and suitable handrails been provided?	Yes				D	Site team



Is there a dressing cubicle and does it comply with required size and layout?	No		There is no separate dressing cubicle. However, the accessible shower is for an individual and there is sufficient other floor space for dressing in	NFAR – accessible shower room is suitable for full use	D	Site team
Are lockers easily reached and operated?			N/A No lockers in the shower room as for an individual			
Are all fittings readily distinguishable from their background?	Yes				D	Site team
Does the floor have a slip resistant finish?	Yes				D	Site team
Schedule 13 – Bathrooms						
Is there a bathroom?			N/A - Shower room only			

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				

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			
Does the floor have a slip resistant finish?			N/A			
Is a hoist provided?			N/A			
Are there reception counters, services desks or serveries?	Yes				C	
Is provision made for wheelchair users (both sides) and are induction loops fitted?		50%	There are no induction loops fitted in the Reception area	To be reviewed at upgrade (Autumn 22)	B	H & S Co-ordinator
Is glare or silhouetting avoided at these counters (design and positioning)?	Yes				D	Site team

Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	Yes				D	H & S Co-ordinator
Do tables allow for wheelchair access?	Yes				D	H & S Co-ordinator

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
If provided, are telephones fixed at a height that allows easy access by wheelchair users?			N/A for visitors			
Are telephones equipped with induction couplers for hearing aid users?			N/A for visitors			
Is a text phone available?			N/A for visitors			
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	Yes				D	Site Team

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)?	No		N/A – majority now LEDs		D	Site Team
Is the environment free of unnecessary noise e.g. heating units?	Yes				D	Site Team
Are induction loops fitted wherever information is given or meetings are being held?	Yes		Information given primarily in assembly hall which is used for both students and staff		D	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are tea/coffee facilities and vending machines accessible by all?	Yes		By all staff. Hospitality is provided for visitors by catering staff		D	H & S Co-ordinator
Schedule15: Kitchens						
If provided, does the kitchen have fittings suitable for use by disabled people?	No			Not currently required. Would re-assess if necessary	C	H & S Co-ordinator

Is the kitchen of adequate size and layout for disabled people ?	Yes				C	H & S Co-ordinator
Are all fittings readily distinguishable from the background?	Yes				D	Site Team
Is lighting adequate?	Yes				D	Site Team
Does the floor have a slip resistant finish?	Yes				D	Site Team

Schedule 17: Means of Escape

Is there an audible alarm system?	Yes				D	Site Team
Is the audible fire alarm supplemented by a flashing light system?	Yes				D	Site Team
Are ground floor exit routes as accessible as the main entrance routes?	Yes				D	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				



Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Yes		15 staff completed evac chair training – September 2022		D	H & S Co-ordinator
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?	Yes		Do have refuges at the top of each stairwell, though these are only adequate for approx. 30mins to an hour so would be evacuated using the chairs	To practice following training	C	H & S Co-ordinator
Are there Personal Emergency Egress Plans in place members of staff who may require assistance?			N/A – no staff currently have these requirements	Reviewed regularly	C	H & S Co-ordinator
Schedule18: Building Management						
Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Yes				D	Site Team
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Yes				D	Site Team

Is door ironmongery regularly maintained?	Yes				D	Site Team
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Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are lifts, platforms and stairlifts regularly serviced ?	Yes		Follow Every protocols		D	Site Team
Are accessible WC's kept clear and not used for storage?	Yes				D	Site Team
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Yes		Managed by external cleaning company		D	Metroclean (DMBC)
Do you consider tonal and colour contrast before a redecoration scheme?	Yes				D	SLT
Do new signs integrate effectively with current signage?	Yes				D	SLT
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Yes				D	Site Team

Are induction loops and infra red systems clearly signed and checked regularly?				Unknown – to review	A	Site Team
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Yes				D	Site Team

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Is there a fire escape strategy for visitors who may require assistance?	Yes		Visitors managed by Reception team, both 1 st Aid, Fire Marshal and Evacuation Chair trained		C	H & S Co-ordinator
Is there a personal egress plan prepared for any member of staff who may require assistance?			N/A – no staff currently have these requirements	Reviewed regularly	C	H & S Co-ordinator
When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Yes		Accessibility always discussed		D	Site Team

Schedule 19: Curriculum

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes		There is a programme of on line yearly training (Educare) and also bespoke CPD if required		C	H & S Co-ordinator
Are your classrooms optimally organised for disabled pupils?	Yes		Do have standard layouts but adapted as and when required		C	Site Team
Do lessons provide opportunities for all pupils to achieve?	Yes		Differentiation always a priority		D	SLT
Are lessons responsive to pupil diversity?	Yes				D	SLT

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes				D	SLT
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		There is a diverse programme of enrichment activities		D	SLT

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes				D	SLT
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes				D	SLT
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?	Yes		Staff encourage students to take part in other ways, e.g referring from the sidelines		D	SLT
Do you provide access to computer technology appropriate for students with disabilities?	Yes		Laptops/tablets provided where need is identified		C	SLT
Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A,B,C,D	Responsibility
	Y/N	Partial (%)				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes				D	SLT

Are there high expectations of all pupils?	Yes				D	SLT and all staff
Do staff seek to remove all barriers to learning and participation?	Yes				D	SLT
Schedule 20: Materials in other Formats						
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?	Yes		Assessed on individual need		C	SLT/SEN
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?	Yes				C	SLT
Do you have the facilities such as ICT to produce written information in different formats?	Yes				C	SLT

