



# ARNOLD ACADEMY

## Accessibility Plan

### Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Disability Discrimination Act 2005 places a duty on schools to develop a disability equality scheme. Schools have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The school's accessibility plans are aimed at:

- Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education
- Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

# Arnold Academy Accessibility Plan

This plan has been created following an audit of current provision (appendix 1) in November 2016. This will be reviewed in the event of future school development.

| Target                                                                                                                                  | Strategy                                                                                                                              | Outcome                                                                                                      | Resource                                                                                   | Time                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| When needed, ensure that at least one classroom per subject is accessible to visual and hearing impaired students and wheelchair users. | Ensure all faculty areas of the school can be reached without the need to open a fire door as necessary.                              | One fire door entrance / exit to each faculty area is fitted with openers or electro-magnetic release system | Advice from Site Manager, contractors;                                                     | Facilities generally suitable – adjustments to be made dependent on need of individual staff or pupils                     |
| Ensure that all students have access to the maximum curriculum experience possible                                                      | Continue to identify limiting factors to any planned activity and, where practicable, provide alternative activity of similar nature. | All students have access to the full breadth of curriculum experience and extra curricular opportunities     | Curriculum planning time and possible use of teaching assistant time                       | Dependent on need of individual staff or pupils at the time.<br>(Dedicated TAs recruited to support students as required.) |
| Provide information for visual and hearing impaired students                                                                            | When required produce prospectus information and curriculum materials in appropriate form                                             | Produce curriculum materials for hearing and visually impaired students when required.                       | Support from hearing impaired service; learning support assistant time; advice from SENDCo | Curriculum materials: ongoing                                                                                              |
| Ensure Personal Evacuation Plan (PEEP) in place where necessary                                                                         | Identify students requiring PEEPS                                                                                                     | Design and publish personal plan<br>Communicate to staff                                                     | Advice from Site Manager.<br>Practical demonstrations                                      | Dependent on need of individual staff or pupils at the time.                                                               |

## Appendix 1: Checklist – November 2016

### Arnold Academy: Checklist to Identify Barriers to Access

#### Curriculum Access

Yes No

|                                                                                                                                                                                                             |   |                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?                                                                                       | X |                                     |
| Are your classrooms optimally organised for disabled pupils?                                                                                                                                                |   | X<br>Plan to be in future dev works |
| Do lessons provide opportunities for all pupils to achieve                                                                                                                                                  | X |                                     |
| Are lessons responsive to pupil diversity?                                                                                                                                                                  | X |                                     |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class?                                                                                                                       | X |                                     |
| Are all pupils encouraged to take part in music, drama and physical activities?                                                                                                                             | X |                                     |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?                                                                                   | X |                                     |
| 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? | X |                                     |
| Do you provide access to computer technology appropriate for students with disabilities?                                                                                                                    | X |                                     |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?                                                                                       | X |                                     |
| Are there high expectations of all pupils?                                                                                                                                                                  | X |                                     |
| Do staff seek to remove all barriers to learning and participation?                                                                                                                                         | X |                                     |
| Are there appropriate access arrangements in place for examinations and tests?                                                                                                                              | X |                                     |

## Site and Buildings

Audit completed by the Site Manager – November 2016

Yes No

|                                                                                                                                                                                                      |   |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------|
| Does the size and layout of areas - including all academic, sporting, play, classrooms, the hall, library, gym and outdoor sporting facilities and playgrounds - allow access for all pupils?        | X |                                     |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities, showers and other obstructions? | X |                                     |
| Are pathways of travel around the school site and parking arrangements safe, free from hazards, routes logical and well signed? Are there clear, marked crossing zones from car access areas?        | X |                                     |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?                               | X |                                     |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?                                                                                                  | X |                                     |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?                                                    |   | X                                   |
| Are areas to which pupils should have access well lit?                                                                                                                                               | X |                                     |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?                                                                       | X |                                     |
| Is furniture and equipment selected, adjusted and located appropriately?                                                                                                                             | X |                                     |
| Are door systems accessible to all?                                                                                                                                                                  |   | X<br>Assistance may be req for some |
| Is there flexibility over lesson change times to enable students to move around school at quieter times?                                                                                             | X |                                     |
| Is there an accessible toilet of a size to accommodate a changing couch or hoist?                                                                                                                    | X |                                     |

## Access to Information

Yes No

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 standard forms of printed information?

X Not currently in all formats but would if required by pupil/prospective pupil

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?

X

Do you have the facilities such as ICT to produce written information in different formats?

X

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

X

**November 2016**

**To be reviewed: November 2019**