

# Ebor Gardens and Victoria Primary Academies



## Accessibility Plan

<b>Policy updated:</b>	<b>September 2020</b>
<b>Adopted:</b>	<b>September 2020</b>
<b>Review date:</b>	<b>September 2023</b>

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## Statement of intent

This plan should be read in conjunction with the **Academy Development Plan** and outlines the proposals of the Local Governing Body of Victoria and Ebor Primary academies to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person 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.

This plan aims to:

- Continue to increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to consider the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## Contextual Information – Ebor Gardens Primary Academy

### *Parent and Pupil Needs*

Ebor Gardens Primary Academy is a two-form entry primary school with a 30-place nursery provision. Approximately 16% of the school population are on the SEND register, this includes some children considered disabled under the Equality Act. In addition, there are 3 pupils with significant physical needs who have no associated learning needs.

We have a number of pupils with specific medical needs, Individual Healthcare Plans and PEEPs are in place where required. Two pupils have diabetes and are insulin dependent. Staff working with these children have received specific training. Two pupils use motorised wheel-chairs, they are largely independent, additional staff are available to enable full access to the school building and curriculum.. There are currently no children with significant visual or hearing impairments. In addition, there are 4 pupils with Autism and 1 pupil with Downs Syndrome.

There are a limited number of parents with mobility difficulties and a large number of parents with English as an Additional Language.

### *Physical environment*

The school is built over 3 levels, with a lift providing access to each level. There are disabled toilet facilities on each level, including in the entrance hall, and a fully-equipped care-suite. There is a disabled parking space by the main entrance. The grounds are wheel-chair accessible, although a slope in the playground may require additional supervision for wheel-chair users.

## Contextual Information – Victoria Primary Academy

### *Parent and Pupil Needs*

Victoria Primary Academy is a two-form entry primary school with a 30-place nursery provision. Approximately 19% of the school population are on the SEND register, this includes some children considered disabled under the Equality Act.

We have a number of pupils with specific medical needs, Individual Healthcare Plans and PEEPs are in place where required. There are currently no pupils using wheel-chairs or with significant hearing or visual impairments. We have 4 pupils with Autism and 4 pupils with medical conditions with no associated learning need. There are a small number of parents with mobility difficulties and approximately 15% of our school population have English as an Additional Language.

### *Physical environment*

The school consists of two buildings, joined by a covered area. One is a two-storey building with a lift and a disabled toilet. The other building has two levels, there is a lift and ramped access to the lower level. There is a disabled toilet on the higher level. There is a disabled parking space by the main entrance. The grounds are wheel-chair accessible, although additional adult support may be required to access one area of the playground.

## Planning duty 1: Curriculum

Local Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Extend access to the curriculum for pupils with SEN;	Continue to support staff in their assessment of SEND and precise planning for progress in SEND Support Plans. SEND audit.	EP /HoS/ SENDCO	Ongoing	More precise assessment More precise SEND Support Plans	September 2020
		Develop use of visual/physical resources and alternative methods of recording to support pupils with SEND.	HoS / SENCO	Ongoing	All pupils able to access curriculum areas with appropriate resources	January 2021
Medium term	Extend access to the curriculum for pupils with SEN and staff awareness of specific needs.	Liaise with external agencies (physiotherapist, Occupational Therapy, SENIT) to ensure full access to all activities including PE for all pupils. Purchase of specific equipment where required.	EP/HoS/ SENDCO	Ongoing	Staff expertise and confidence Greater accessibility to advice and guidance enhances provision.	December 2020
Long term	Assessment of SEND pupils outside of ARE (age related expectations)	Increase sophistication in the assessment of pupils operating below age related expectations to more precisely identify prime area of need and monitor progress.	EP/HoS/ SENDCO	December 2020	Clear assessment processes in place, measurable impact and resources allocated effectively.	July 2021

## Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Signage for fire routes and accessibility around the buildings.	Clear signage for all fire routes and areas of the building	EP/HoS/SENCO/ Premises Manager	Sept 2020	Signage in place in clear formats and added to fire policy	July 2021
<b>Medium term</b>	Contrast colour-edging on external staircases	External staircases to be clearly colour-edged.	EP/HoS/SENCO/ Premises Manager	July 2020	Outside areas adjusted for pupils with disabilities or access provided.	July 2021
<b>Long term</b>	Fire evacuation routes not all accessible (VPA)  Staff training on Evac-chair (Ebor)	Develop access to fire evacuation routes as needed.  Ensure staff training updated as staffing / classrooms altered.	EP/Strategic Site Manager/SENDSCO	July 2021	Fire evacuation routes all accessible	July 2022

## Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Fire Evacuation Plans accessible to all disabilities	Non-visual plans to be held by Office Staff, large print versions made available to those with visual impairments  Assistance alarm at Ebor by Evac-chair to be checked and added to fire plan.	OM/Premises Manager/EP/HoS/ SENCO	July 2020	Adapted Fire Evacuation plans and different versions accessible by visitors  Fire plan updated to include assistance alarm	July 2021
<b>Medium term</b>	Non-visual materials for visitors	Creation of general guides in non-visual formats available in Reception	EP/HoS/SENCO	Sept 2020	Guides accessible in School Office and details of where resources can be obtained	Sept 2021
<b>Long term</b>	Develop clear signage (dementia-friendly) around school buildings.	Clear signage for all internal and external areas including fire evacuation, labelled cupboards, highlighted electrical equipment	EP/HoS/SENCO/ Family and Community Workers	Jan 2021	Dementia Friendly and accessible community areas  Clear signage throughout buildings.	July 2021

The Accessibility Audits have been completed in April 2020 for each site. The responses from these audits have created the action points within the Accessibility Plan.

<b>School: Ebor Gardens Primary Academy</b> <b>Number of Teaching Spaces: 16 (including modular)</b> <b>Number of Social Spaces: 4 (hall, nurture room, playground, EYFS outside space)</b>				
<b>Disability Awareness/Training</b>	Yes	No	N/A	Comments for School Use
Does the school provide disability awareness to enable all staff to understand and recognise disability issues?	x			Internal and external training (eg AET tier 1)
Does the school have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x			Training reviewed on annual basis or as needs changed
<b>How Does The School Deliver The Curriculum?</b>	Yes	No	N/A	
Do all staff seek to remove all barriers to learning and participation?	x			
Is teaching appropriately differentiated to meet individual needs so that children make good progress?	x			
Are all children encouraged to take part in music, drama and physical activities?	x			Additional sports coach sessions for pupils with SEND needs.
Do all staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	x			
Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	x			
Are all staff encouraged to recognise and allow for the additional time required for some pupils with disabilities to use equipment in practical work?	x			
Does the school provide access to appropriate technology for those with disabilities?	x			
Are school visits made accessible to all children irrespective of attainment or disability?	x			
<b>Getting Into The Building</b>				
Are parking spaces reserved for disabled people near the main entrance?	x			



Are there barriers to easy movement around the site and to the main entrance?	x			Lift key needed to access different levels.	
Are steps needed for access to the main building?		x			
Do all those steps have a contrast colour edging?		x		External staircases are of steel construction and have no contrast edging – part of Accessibility plan	
If there are steps, is a ramp provided to access the main building?			x		
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x		
Is it possible for a wheelchair user to get through the principal door unaided?		x		Door is heavy and requires opening outwards	
If no, is an alternative wheelchair accessible entrance provided?		x			
<b>Internal Facilities</b>	Yes	No	N/A		
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	x			Assistance needed to open doors.	
Do all internal doors allow a wheelchair user to get through unaided?		x		Doors are wide enough but require manual opening	
Do all the corridors have a clear unobstructed width of 1.2m?	x				
Does the school have a wheelchair accessible toilet?	x			One on each level of school,	
Does the school have accessible changing rooms?	x			Full care suite on ground floor level	
<b>Vertical Movement</b>	Yes	No	N/A		
How many floors in the school? a=single storey, b=single storey with some split level parts, c=single story with some 2/3 storey parts, d=mainly 2 or 3 levels	a	b	c	d x	
If the school is on more than one level, do the internal steps/stairs have contrast colour edging?	x				
Is there a continuous handrail on each internal stair flight and landing?	x				
Does the school have a lift that can be used by wheelchair users?	x			Key required (kept in office)	
Does the school have any mechanical means to move between floors?	x			Evac-chair available from 1 <sup>st</sup> floor	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		x		Evac-chair required from 1 <sup>st</sup>	

				floor classrooms. Ground and lower-ground floor accessible
<b>Sensory Impairment</b>	Yes	No	N/A	
Are non-visual guides used to assist people to use the building?		x		Part of Accessibility Plan
Could any of the décor be confusing or disorientating for pupils with disabilities?	x			
Is a hearing induction loop available (either fixed or portable) in the school?		x		Available through Leeds City Council Hearing Impaired team (DAHIT) if required
Does the school have a 'Soundfield' system, in what area?		x		Part of Accessibility Plan
Do emergency alarm systems cater for those with hearing impairments?		x		PEEPs would be in place to provide assistance for any staff/pupils with hearing impairments.
<b>How Does The School Deliver Materials In Other Formats For ANYONE Who Needs It</b>				
Does the school have arrangements to 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		Part of Accessibility Plan Can provide information using Boardmaker symbols
Does the school have facilities such as ICT to produce written information in different formats?	x			
Does the school ensure the information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	x			
Is furniture and equipment selected, adjusted and located appropriately?	x			
Does the school ensure that all school staff are familiar with technology and practice developed to assist people with disabilities?	x			
<b>General Accessibility</b>				
Are pathways and routes logical and well signed (internal and external)?		x		Part of Accessibility Plan
Does the school have emergency and evacuation procedures to alert ALL pupils?	x			PEEPs in place to support any staff/pupils requiring additional assistance in case

				of emergency/evacuation.
Is appropriate furniture and equipment provided to meet the needs of individual pupils?	x			Additional equipment purchased as required (eg height-adjustable tables)
Do furniture layouts allow easy movement for pupils with disabilities?	x			Some classrooms are restrictive due to size and large pupil numbers
Are quiet/calming rooms available to children who need this facility?	x			
Are toilets non-gendered or is there access for gender re-assigned visitors to visit facilities?		x		Disabled toilets are mixed gender
<b>Dementia Friendly</b>				
Does the school provide Dementia Friendly signage for visitors in common areas?		x		Part of Accessibility Plan
Is the school's Fire Evacuation Plan Dementia Friendly accessible? (coloured tape with direction on floor)		x		Part of Accessibility Plan
Does the school's community space provide Dementia Friendly equipment – coloured items, labelled cupboards, highlighted electrical equipment		x		Part of Accessibility Plan
<b>School: Victoria Primary Academy</b> <b>Number of Teaching Spaces: 13</b> <b>Number of Social Spaces: 2</b>				
<b>Disability Awareness/Training</b>	Yes	No	N/A	Comments for School Use
Does the school provide disability awareness to enable all staff to understand and recognise disability issues?	x			Internal and external training (eg AET tier 1)
Does the school have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x			Training reviewed on annual basis or as needs changed
<b>How Does The School Deliver The Curriculum?</b>	Yes	No	N/A	
Do all staff seek to remove all barriers to learning and participation?	X			
Is teaching appropriately differentiated to meet individual needs so that children make good progress?	X			
Are all children encouraged to take part in music, drama and physical activities?	X			Sports coach provides additional sessions for

				pupils with SEND
Do all staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X			
Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	X			
Are all staff encouraged to recognise and allow for the additional time required for some pupils with disabilities to use equipment in practical work?	X			
Does the school provide access to appropriate technology for those with disabilities?	X			
Are school visits made accessible to all children irrespective of attainment or disability?	X			
<b>Getting Into The Building</b>				
Are parking spaces reserved for disabled people near the main entrance?	X			
Are there barriers to easy movement around the site and to the main entrance?	X			
Are steps needed for access to the main building?	X			
Do all those steps have a contrast colour edging?		x		External steps to main entrance are pressed concrete tactile. The external steel staircase has galvanised treads/risers.
If there are steps, is a ramp provided to access the main building?	X			No ramp to hall entrance or Y3 entrance
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	x			
Is it possible for a wheelchair user to get through the principal door unaided?	X			Although open inwards & are heavy
If no, is an alternative wheelchair accessible entrance provided?			x	
<b>Internal Facilities</b>				
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X			Although open inwards & are heavy
Do all internal doors allow a wheelchair user to get through unaided?	X			Although open inwards & are heavy

Do all the corridors have a clear unobstructed width of 1.2m?	X			Some corridors are used as additional teaching spaces so this can restrict width.	
Does the school have a wheelchair accessible toilet?	X			On Y3 corridor	
Does the school have accessible changing rooms?		X			
<b>Vertical Movement</b>	Yes	No	N/A		
How many floors in the school? a=single storey, b=single storey with some split level parts, c=single story with some 2/3 storey parts, d=mainly 2 or 3 levels	a	B	C x	d	
If the school is on more than one level, do the internal steps/stairs have contrast colour edging?	X				
Is there a continuous handrail on each internal stair flight and landing?	x				
Does the school have a lift that can be used by wheelchair users?	x			Lift between floors in KS2 building. Lift from main corridor to hall. Difficult to access from Y3 corridor (involves going outside)	
Does the school have any mechanical means to move between floors?		X			
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		x		Upstairs in KS2 building not accessible – add to action plan	
<b>Sensory Impairment</b>	Yes	No	N/A		
Are non-visual guides used to assist people to use the building?		X		Part of Accessibility Plan	
Could any of the décor be confusing or disorientating for pupils with disabilities?		X			
Is a hearing induction loop available (either fixed or portable) in the school?		x		Available through Leeds City Council Hearing Impaired team (DAHIT) if required	
Does the school have a 'Soundfield' system, in what area?		X		Part of Accessibility Plan	
Do emergency alarm systems cater for those with hearing impairments?		x		PEEPs would be in place to provide assistance for any staff/pupils with hearing	

				impairments.
<b>How Does The School Deliver Materials In Other Formats For ANYONE Who Needs It</b>				
Does the school have arrangements to 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		Part of Accessibility Plan Can provide information using Boardmaker symbols
Does the school have facilities such as ICT to produce written information in different formats?	X			
Does the school ensure the information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X			
Is furniture and equipment selected, adjusted and located appropriately?	X			
Does the school ensure that all school staff are familiar with technology and practice developed to assist people with disabilities?	X			
<b>General Accessibility</b>				
Are pathways and routes logical and well signed (internal and external)?	x			
Does the school have emergency and evacuation procedures to alert ALL pupils?	x			PEEPs in place to support any staff/pupils requiring additional assistance in case of emergency/evacuation.
Is appropriate furniture and equipment provided to meet the needs of individual pupils?	X			
Do furniture layouts allow easy movement for pupils with disabilities?	X			Some classrooms are restrictive due to size and large pupil numbers
Are quiet/calming rooms available to children who need this facility?	X			
Are toilets non-gendered or is there access for gender re-assigned visitors to visit facilities?		x		Disabled toilet is mixed-gender. One mixed-gender adult toilet on ground floor
<b>Dementia Friendly</b>				
Does the school provide Dementia Friendly signage for visitors in common areas?		x		Part of Accessibility Plan
Is the school's Fire Evacuation Plan Dementia Friendly accessible? (coloured tape with direction on floor)		x		Part of Accessibility Plan

Does the school's community space provide Dementia Friendly equipment – coloured items, labelled cupboards, highlighted electrical equipment		x		Part of Accessibility Plan
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