



# CITY OF DERBY ACADEMY

## **SEND Accessibility Plan 2020**

Document Owner:	Phil Smith
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1. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. QEGSMAT plans, over time, to increase the accessibility of provision for all students, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
  - Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
  - Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after Academy clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **aids and equipment**, which may assist disabled students in accessing the curriculum.
  - Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. This will include hand-outs, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.
3. The plans will be reviewed and adjusted on an annual basis.
4. We acknowledge that there is a need for ongoing awareness raising and training for members of the Governing Body in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
  - SEN and Disability Policy
  - Admissions Policy
  - Pupil Behaviour and Exclusions Policy
  - Equality for Pupils Policy
  - Safeguarding and Child Protection Policy
  - Academy Improvement Plans
  - Academy Brochures
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
7. The Academy website will make reference to this Accessibility Plan.
8. The Academy's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored through the Governing Body.
10. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

#### vCirculation routes



- Someone who does not use a walking aid can manage to walk along a passage way less than 700mm wide, but just using a walking stick requires greater width than this; a minimum of 750mm.
- A person who uses two sticks or crutches, or a walking frame needs a minimum of 900mm, a wheelchair user and an ambulant person side-by-side need 1500mm width.
- There is level access to the front of the building.
- Car park surface is even with no holes and designated accessible parking spaces.
- Joints between surfaces and pavers are not more than 5mm wide.
- Inspection chamber covers and service inspection chambers are flush with the surface.
- Designated accessible parking spaces are available with drop kerbs and level access to pedestrian walkway.
- Communication box at entry to the school grounds is no more than 400mm from ground level
- Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm
- Many of the doors into the buildings are heavy and may prove difficult to open. There are automatic opening doors to aid those with strength and mobility impairment.

#### STEPS AND STAIRS

- Steps are uniform with a step of between 150-170mm and a going of 250-425mm and have a minimum width of 900mm
- Landings are provided at the top and bottom with a min length of 900mm
- Every flight with three or more risers has a suitable handrail to one side and to both sides where flight is wider than 1000mm to aid those with mobility impairment.
- Handrails extend a minimum 300mm beyond the top and bottom step and have closed ends.

#### REFUGE POINTS

- Refuge points, large enough to accommodate at least one wheelchair without hindrance to other people, are available in protected stairwells.
- All refuge points have an Emergency Voice Communication system which is regularly tested.

#### COMMUNAL PASSENGER LIFTS

- Lift alarm tested weekly
- Mirror is available on far wall of the lift to enable a wheelchair user to see that no one is behind them to exit when the door is open and a person suffering from claustrophobia perceives a bigger space

- Clear landing min 1.5m long and 1.5m wide in front of lift at every level
- Doors have a clear opening width of 800mm
- Car is min 900mm wide and 1250mm deep
- The lift has a dwell time of 5 seconds before its doors begin to close after they are fully open
- Landing and car controls are between 900mm and 1200mm above the car floor and a min 400mm (measured horizontally) from the inside of the front wall.

#### COMMUNAL ENTRANCE AND RECEPTION AREAS

- Door has a minimum width of 775mm
- Threshold is accessible (does not impede wheelchair access)
- Reception is staffed during academy opening times and one would provide assistance to open the doors if required
- Emergency exit (green button) fitted to the inside
- Reception lobby is wide enough to accommodate a wheelchair and companion.
- Counter is appropriate width & height, with adequate knee recess

#### DINING AREAS

- Access to and from the dining area is suitable width for those with mobility impairment to move around.
- Furniture is suitable for use for those in a wheelchair and allows interaction between all pupils and staff whilst dining.

#### CLASSROOMS

- Classrooms with a final exit have a wide door with a ramp for ease of exit in an emergency.
- Access routes around the classroom are suitable for access for all users.
- Adjustable height desks and workbenches are available for use by those with limited mobility within Food Tech room in the main building and in other classrooms when required. Table leg raisers are available to be used as required.

#### ACCESSIBLE WCs

- Accessible WC(s) available for staff use plus separate facilities for pupils
- Sufficient manoeuvring space outside the door to the WC – 1.5m x 1.5m should be regarded as the minimum and within the WC for wheelchair to turn around.
- Height of toilet is 480mm and projection is 750mm
- Flush lever is on the open side.
- Tap is located on the corner of the washbasin nearest to the toilet.
- The ceiling pull switch is located so that it can be operated from the toilet and from an adjacent floor area, the switch has two G pulls, one set at a height between 800 - 1000mm and the other set 100mm above floor level.
- A user should be able to flush using a hand, an elbow, or any other part of the body. Flush mechanisms installed in the accessible WCs are suitable for use by users unable to use their fingers.

#### HYGIENE ROOM

- There is a fully fitted hygiene room, with accessible toilets, height adjustable changing bed and hoist. There are shower facilities in the hygiene room.
- There is a second mobile hoist and changing bed available in the medical room.

## Visual Impairment



### LIGHTING AND CONTRAST

- Lighting is suitable and sufficient
- Light sources do not create unnecessary shadows (shadows can create optical illusions)
- Glare is avoided from shiny or glossy surfaces
- Light levels through different rooms and levels are equal
- Walls, floors and doorways are of contrasting colours.
- Colour scheme is simple and number of colours used is limited
- Sockets, switches and door-handles are of a contrasting colour
- Manifestations across glass doors
- Painted door frames contrast against white walls.

### COMMUNAL LIFT.

- Lift in main building has:
- Tactile indication, to identify each storey, is provided on the landing and adjacent to the call button
- Tactile indication to confirm the floor selection is provided on, or adjacent to, the lift buttons within the car
- A raised button within the car indicates the ground floor

### CIRCULATION ROUTES.

- A blind person using a long cane or with an assistance dog needs a walkway measuring at least 1100mm. A visually impaired person who is being guided needs a width of at least 1200mm.
- Highlighted nosing's are provided each step's tread and riser, to help visually impaired people identify the location of the steps, these should be **55mm wide on both the tread and riser**
- A tactile warning surface is incorporated at the **top and bottom** of external flight of stairs and ramps. These textured surfaces are used by visually impaired to detect when there may be change in level or where pedestrian and vehicular routes may cross
- Handrails are easily distinguishable from the background through the use of good visual contrast and have features to prevent guide dogs from walking under the rails, but with sufficient openings between vertical members to ensure that children and wheelchair users can see, and be seen, through the railings.
- Unobstructed height above a pedestrian way is also important, especially for visually impaired people. This should be a minimum of 2300mm. There was nothing overhanging within a walkway that would pose an obstacle for a visually impaired person.

## Hearing Impairment



- Fixed hearing loop is available at reception.
- Visual alarms such as beacons are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention
- Visual alarms (beacons) are in use in where those with hearing impairment might be alone, such as accessible toilets, and where the background noise might exceed 90 dB(A) or where hearing protection is likely to be used for example in music rooms and D&T rooms

### Improving the Delivery of the Written Information at the City of Derby Academy

All QEGSMAT Academies have in place a variety of written information. Equal opportunities practices should be evident in the written information for all pupils and parents.

Access Report Ref.	Item	Activity	Timescale	Cost £ and person responsible
1	Improve access to all written information for pupils and parents with EAL	Prospectus, newsletters, parent information letters are available in a range of most used languages and templates are available for staff. Translators are provided when necessary.	Templates available and added to as necessary throughout the year	SLT responsible for EAL. translators
2	Improve access to all written information for parents with learning difficulties	Prospectus, newsletters, parent information letters are checked for accessibility at low levels of literacy	September 2020	QEGSMAT website team
3	Improve access to all written information for pupils and parents with visual impairment	Review of all documents to ensure accessibility. Advice from STEPS for identified pupils is followed by all teachers IT software to be used by all teachers to meet the needs of identified pupils with visual impairments Adjustments made to learning activity resources	September 2020	Teachers learning resources adjustments
4	Improve access to all written information for pupils with communication difficulties eg. ASD	Visual timetables	September 2020	Learning Mentors

### Improving Curriculum Access at the City of Derby Academy

All QEGSMAT Academies have in place a variety of access arrangements. Equal opportunities practices should be evident in the formal curriculum (the programme of lessons), the informal curriculum (Extra Curricular activities) and the 'hidden' curriculum (the ethos of the academy, the quality of personal relationships etc.)

Access Report Ref.	Item	Activity	Timescale	Cost £ and person responsible
1.	Access to written information for pupils with difficulties with the written word	Information available for all teachers to enable appropriate reasonable adjustments to resources and learning tasks to be made	September 2020 and updated as new pupils assessed for difficulties with the written word	PB
2.	Access to coloured overlays for pupils with visual disturbance	Information available for all teachers and parents to enable use of coloured overlays during lessons and for homework.	September 2020 and updated as new pupils are assessed and reviews are done	PB Form Tutors Teachers
3.	Access to voice activated software for students with assessed needs.	All staff to be aware of available equipment and adjustments to be made to learning tasks and resources available.	September 2020	PB
4.	Ensure staff training includes the full range of SEND represented in the academy and includes amendments to the Code of Practice (2015)	SENCO to deliver SEND CPD at the start of the academic new year.	September 2020	PB
5.	SEND team to work with curriculum teams to allow full curriculum access for all pupils with physical disabilities and/or sensory impairments	All staff to be aware of pupils with physical needs and sensory impairments. All staff to be aware of available equipment and adjustments to be made	September 2020 Staff to be made aware of mid year admissions students' needs throughout the year	PB



6.	EHCP/K assess > plan > do > review process written into the SENCO calendar	SENCO ensures all parents of SEND pupils and their children have three reviews of need per year.	SENCO calendar updated for forthcoming year	PB
7.	Improve access to all written information for pupils with reading difficulties	<p>Assess pupils to identify pupil's who will benefit from using reading pens.</p> <p>Train pupils and staff to ensure reading pens are used in lessons</p> <p>Purchase more reading pens as pupils are identified</p> <p>Laptops available in the excel room for individual students to take to classes.</p>	September 2020	PB AM All teachers