

Ethos College

Accessibility Plan

March 2019

1	Summary	Ethos College Accessibility Plan			
2	Responsible person	Rebecca Smith			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	All Head Teachers			
8	Ratifying committee(s) and date of final approval	Executive Leadership Team (March 2019)			
9	Version Number	1.0			
10	Available on	Every	Y/N	Trust Website Academy Website Staff Portal	Y/N Y/N Y/N
11	Related documents (if applicable)	<ul style="list-style-type: none"> • Risk Assessment Policy • Health and Safety Policy • Equality Information and objectives (public sector equality duty) statement for publication • Special educational needs (SEN) information • Supporting pupils with medical conditions policy 			
12	Disseminated to	All Ethos College staff			
13	Date of implementation (when shared)	March 2019			
14	Date of next formal review	June 2023			
15	Consulted with Recognised Trade Unions	N/A			

Date	Version	Action	Summary of changes
25/11/21	1.0	Adapted as Ethos College only	Removed reference to other academies and updated policy template.

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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 pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

Ethos Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan, including advice from the local SEND Assessment and Commissioning Team and Human Resources. It should be used in conjunction with the Equalities Policy, Special Educational Needs Policy and the School Development Plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupil and parental voice, Trustees and the staff team.

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 schools 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 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.

3. 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 Executive Leadership Team.

4. 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 pupils with medical conditions policy.

Appendix 1A: Action plan: Ethos College

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Ethos College offers a differentiated curriculum for children of all abilities and uses differentiated resources to ensure certain pupils are able to access the curriculum fully</p> <p>Individual pupil outcomes (as identified on MSPs and EHCPs) are also carefully planned for to ensure all pupils access a broad and balanced curriculum appropriate to their needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Pre-referral information collation and emergency Annual Review (if EHCP) to ascertain current attainment.</p> <p>Arrangements for working with other agencies should be pursued between school and all stakeholders so that all information is shared and collective responses to need are established.</p> <p>Judgment made to appropriate group placement.</p>	<p>Appropriate CPD opportunities for all staff, organized by SLT or individually by staff following identified training needs in Performance Management reviews.</p> <p>Cascading of information following CPD to relevant department staff/individuals.</p>	SLT Line Managers Staff SENDCo	Ongoing throughout academic year. Annual Performance management cycle to be observed	<p>Staff are up skilled, reflected in audits, Learning Walks and observations.</p> <p>Improved pupil outcomes.</p>

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Pupils are grouped sensitively according to their academic and SEMH needs.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed at least annually but in reality it is dynamically reviewed for each new referral to ensure it meets the needs of all pupils and accurately reflects the ever changing cohort.</p>	<p>Bespoke curriculum offer available. (See curriculum plan overview for full details)</p>				
Improve and maintain access to the physical environment	<p>The environment has previously had some adaptations to cater to the needs of pupils as required.</p> <p>This includes:</p>	<p>Site manager and external contractors to review physical building and access points at least annually.</p>	<p>Regular Health and Safety audits undertaken to identify good practice and areas for improvement.</p>	<p>SLT Line Managers Staff SENDCo</p>	<p>Ongoing throughout year.</p>	<p>Lessons start on time without the need to make adjustment to accommodate the</p>

	<ul style="list-style-type: none"> • 2 Ramps • Corridor width to accommodate wheelchair users. • Disabled parking bay • Disabled toilets and changing facilities <p>We endeavor (given the existing physical reality of the building) to provide transportation into school via appropriate methods (taxi/taxi with wheelchair access if required and two school minibuses to facilitate independent travel)</p> <p>Access to all areas is clear and unobstructed.</p> <p>All classrooms and work areas provide enough space for all pupils with disabilities to move about freely and ensure that toilet facilities are within proximity and are accessible and usable.</p>	<p>Weekly staff briefing to include Health and Safety updates to highlight and report known issues, which are then to be passed on to site manager.</p> <p>Seek advice from external agencies in relation to specific needs of pupils following referral to ensure compliance and reasonable adjustments are implemented.</p> <p>Daily visual inspection of work areas by staff teaching within to ensure unobstructed access to resources.</p>	<p>SENDCo to assess pupils with EHCPs and need for transport funding</p>	<p>Health and Safety Officer</p>		<p>needs of individual pupils.</p> <p>Staff have relevant knowledge of children in their class and can adjust teaching and learning styles according to the pupil profiles.</p>
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	<p>Clear signage throughout the building to direct and inform.</p> <p>Public use defibrillator inspected annually and identified First Aiders trained in its use.</p> <p>Some pupils have specific equipment and setting arrangements which have been implemented in mainstream setting. We ensure a smooth transition occurs in July or upon referral mid-year to new classes and implement existing ways of working.</p>	<p>Annual inspection of equipment First aiders to be trained in accordance to recommended timescales.</p> <p>Arrange meeting to focus on accessibility for children with a range of learning/ behavioural / needs.</p>				
Improve the delivery of information to pupils with a disability	<p>Staff are welcoming and regularly invite parents and visitors into school.</p> <p>Staff have high expectations while remaining realistic about written responses and are attuned that pupils can sometimes demonstrate rather than explain.</p>	Improve communication at reception area	<p>Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g.' child trust, SENDIAS,</p> <p>Have school prospectus</p>	SENDCo SLT Business Support Officers All staff	Sept 2019	Pamphlets on display TV up and working Prospectus translated. Improved accessibility to

	<p>Tasks are repeatedly explained / presented in different ways to groups and individuals.</p> <p>Use of visual timetables to help sequence daily activities.</p> <p>Staff enable all pupils to show interest, knowledge and skills despite possible difficulties with communication.</p> <p>Staff are vigilant in looking for signs of failing confidence and low self-esteem and offer timely support where needed.</p> <p>Staff challenge negative attitudes in other pupils.</p>	<p>available in different languages.</p> <p>To review whether a TV welcoming parents and visitors with LIVE twitter feed and interesting events displayed, including BBC news feed is viable.</p> <p>Appropriate CPD opportunities for all staff, organized by SLT or individually by staff following identified training needs in Performance Management reviews.</p>			information for all stakeholders.
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Appendix 1B: Accessibility audit: Ethos College

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey building (with 2 storeys in main building leading to pupil common room area and kitchen. Accessed via steps	Annual inspection of all spaces to ensure condition of stairways is maintained.	Site Manager	Annually
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All Ethos College staff	Daily observations
Parking bays	1 designated disabled bay 11 marked bays 16 unmarked bays 2 minibus spaces	Staff and visitors to ensure that they park appropriately in marked bays and ensure disabled bay is left available for those who require it.	Site manager All staff All visitors	Ongoing daily observations
Entrances/doors	11 accessible entrances to the site, all electronically/magnetically fobbed for security. Only staff have access fobs.	Annual inspection (minimum) of all fobbed doorways to ensure correct operation. Mechanical failures/issues to be raised at weekly staff meetings under Health and Safety or Site manager	Site manager/external contractor All staff Site Manager	Annually at minimum When faults arise

	<p>Wide enough to accommodate wheelchair users.</p> <p>All doors have windowed elements to allow visibility to two-way traffic.</p>	<p>When doors need replacing they will need to have handles at accessible height for wheelchair users.</p>		
Ramps	<p>There are two accessibility ramps; one leading to the main school reception and one to the Group 1 and 2 annex building.</p>	<p>Annual inspection of surface to ensure wear and tear is minimized.</p> <p>To be kept clear of obstructions.</p>	<p>Site manager</p> <p>Site manager/all staff</p>	<p>Annually at a minimum</p> <p>Daily checks</p>
Toilets	<p>Five toilet rooms with appropriate signage: 1 Visitor, female toilets, male toilets (all main building), two unisex blocks in nurture annex (Group 2 toilet is a multi-access facility)</p>	<p>The multi-access toilet is located at the back of a classroom in the nurture annex, which means visitors have to navigate through playgrounds and a ramp and then enter a classroom to access this facility.</p> <p>All need daily cleaning.</p> <p>Future development plan will need to assess the appropriateness of this location for visitors and staff.</p>	<p>Cleaning staff</p> <p>Site manager</p>	Daily
Reception area	<p>Accessed via a ramp leading to a fobbed door (for staff) or bell for visitors.</p>	<p>Business Support Staff to ensure all documentation is checked and correct lanyards distributed. Ensure all staff and visitors sign in and out and are made aware of Fire Evacuation procedures,</p>	<p>All Business support located in main reception</p>	Daily

		DSLs within school and other relevant information pertaining to visit		
Internal signage	New signage commissioned for all key areas around the site, both internally and externally.	Ensure that all signage is maintained and any deterioration reported	Site Manager	At least annually and when reported throughout the year.
Emergency escape routes	9 identified fire escape routes located across the site and clearly labelled. Floor plans in key positions clearly identify nearest exit to use.	Ensure that all fire escape signage and routes are maintained and kept clear of obstacles. Issues with any of the fire doors or signage to be reported to site manager	Site Manager All staff	At least annually and when issues are reported.