



TEAM

Multi-Academy Trust

Accessibility Plan

This Policy was adopted by the TEAM Multi-Academy Trust

Date: 20th June 2019

Signed (on behalf of the Board of Trustees): Paul Ginnings

Signed (Chief Executive Officer (CEO)): Rhian Nicholas

Reviewed Date: Summer 2022

Next Review Due: Summer 2025

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

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 trust to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our 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.

We consider each pupil as an individual and seek to understand their needs fully making adjustments to ensure they have full access to learning.

The plan will be made available online on the trust 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.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any Trust 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 CEO, SEN Coordinator, Trust Business Manager, Premise Manager, Safeguarding lead and Deputy Trustee.

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. Action plan

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	Our school offers a differentiated curriculum for all pupils. Individual needs are assessed and “Support plans” are in place for children who require higher levels of support. These identify both aids to access curriculum and physical access as appropriate to the individual. We use resources tailored to the needs of pupils who require support to access the curriculum.	Short Term Ensure all pupils are able to access the curriculum Long Term Create a consistent TEAM approach to information communication including widget symbols, font	During the development of TEAMS website accessibility settings are included to ensure information is accessible Consider large print / dyslexia friendly information for parents. This has not been action as covid forced other priorities – it would still be worthwhile to	Michelle Sampson SENCO – HOS and administrators		

	<p>Curriculum resources include examples of people with disabilities.</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. Impact of support through the My Plan is reviewed in partnership with parents every term.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>and print size to ensure access by all.</p>	<p>develop this.</p> <p>Consider purchase of widget online symbols programme to label classrooms / create a welcome poster. Widget is in place – welcome posters etc. are not yet made.</p>	<p>SENCO</p> <p>CEO</p>		
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required in consultation with parents and professionals.</p> <p>This might include:</p> <ul style="list-style-type: none"> • Ramps • Hand rails • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Class tables at wheelchair-accessible height 					

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our Trust uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Visual timetables are displayed in every classroom • Staff are appropriately trained for example: key staff trained in visual impairment, sensory needs and autism. 	<p>Long Term</p> <p>Create a consistent TEAM approach to information displayed within the Trust including widget symbols, font and print size to ensure access by all.</p>	<p>Consider purchase of widget online symbols programme to label classrooms / create a welcome poster. Widgeit has been purchased and is in use in some classrooms. Further consistency in its use is needed to ensure accessibility for all.</p>	<p>SENCO and HOS</p>		
--	---	--	---	----------------------	--	--

4. 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 Premises Portfolio Group.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions and the administration of medication policy

Appendix 1: Accessibility audit - Beaford

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	2 stories – Upstairs story is a non-teaching space only			
Corridor access	Very good			
Parking bays	Space to front of school building			
Entrances	Good access			
Ramps	In place where required			
Toilets	Disabled toilet on site			
Reception area	Access with assistance to open doors			
Internal signage	Clear signage throughout			
Emergency escape routes	Clear signage and emergency lighting throughout building			

Accessibility audit – Brayford

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	2 stories – Upstairs story is a non-teaching space only			
Corridor access	Not suitable for wheelchair users, width and steps			
Parking bays	None on site	With prior notice access to the main building entrance by vehicle can be arranged.		
Entrances	Steps would impair wheelchair access – assistance would be needed for visitors with any walking / stability issues.			
Ramps	None on site			
Toilets	Not accessible to a wheelchair user			
Reception area	Steps would impair wheelchair access – assistance would be needed for visitors with any walking / stability issues.			

Internal signage	Clear signage throughout			
Emergency escape routes	Clear signage and emergency lighting throughout building			

Accessibility audit – High Bickington Old Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	2 - upstairs is non-teaching space			
Corridor access	Restricted – corridor width wide but internal classroom door access would be challenging for wheelchair users			
Parking bays	No parking on site			
Entrances	Steps to main entrance			
Ramps	None on site			
Toilets	Disable toilet on site			

Reception area	Step to Reception area			
Internal signage	Internal signage recently enhanced for visually impaired.			
Emergency escape routes	Clear signage with limited emergency lighting	Consideration to be given to enhancing emergency lighting across the site.	Premises Portfolio	Summer 2019

Accessibility audit – High Bickington New Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	One			
Corridor access	Very good			
Parking bays	Disables bay immediately outside of main entrance			
Entrances	Accessible			
Ramps	Playground ramp			

Toilets	Full disabled toilet on site			
Reception area	Accessible			
Internal signage	Good signage all enhanced for visually impaired pupil.			
Emergency escape routes	Access to muster point good			

Accessibility audit – Pilton Bluecoat

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One			
Corridor access	Good accessibility throughout			
Parking bays	Designated disabled space in school car park			
Entrances	Accessible to all users			
Ramps	Portable ramps available on site			

Toilets	Disabled toilet on site but route questionable!			
Reception area	Accessible			
Internal signage				
Emergency escape routes	Clear signage and lighting			

Accessibility audit - Umberleigh

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	One			
Corridor access	Restricted due to steps			
Parking bays	No designated disabled bay	Consider allocation of designated space if car park enhanced.		
Entrances	Not accessible by wheelchair due			

	to flight of steps and gates			
Ramps	No ramps on site			
Toilets	No disabled toilet			
Reception area	Limited access due to steps			
Internal signage				
Emergency escape routes	Includes steps and sloping pathways to reach high assembly point on school field. Emergency lighting good in Brumble Bees but could be improved throughout rest of building	Emergency lighting to be enhanced in class 1 and main reception area.	Premises Portfolio	Summer 2019

Accessibility audit - Witheridge

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	One			
Corridor access	Good			
Parking bays	No designated onsite disabled parking	If required vehicle access to main entrance is available with drop kerb in place for wheelchair users		
Entrances	Accessible			
Ramps	Paved areas designed to accommodate wheelchair users			
Toilets	Full disabled wet room			
Reception area	Accessible			
Internal signage	Would need enhancing for pupils with visual impairment			
Emergency escape routes	Clear signage and lighting			