

Accessibility Plan



Aim

Learning and Progress for all, regardless of need and supporting everyone.

At Millbay Academy our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them. All learners are valued and every child matters.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services
- Improve the availability of accessible information to disabled students

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

Legislation and guidance

Under the Equality Act 2010 Academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “Academys cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for Academies. The Plan must be reviewed every three years and approved by the Governing Body/Trust Board. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Millbay Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy.

Millbay Academy has adopted this accessibility plan in line with the Academy's special educational needs policy with the aim to ensure that their Academy is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This plan is created in response to the recommendations made in our Academy's last access audit which took place in January 2022 and should be read in conjunction with the Access Audit. The Academy's special educational needs policy outlines the provision that the Academy has in place to support pupils with special educational needs and disabilities (SEND), and the Academy's publication of equality information and objectives explains how we ensure equal opportunities for all our students.

Increased access to the curriculum, physical access to the Academy, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the Academy will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all Academies have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period.

Through implementation of the Accessibility Plan Academy's should be aiming to:

- Complement and support the school's SEN Policy, both of which can be accessed via our website.
- Improve the physical environment of the Academy that enables full curriculum access supporting values inclusive of all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- Pupils with SEND will be given access to the curriculum supported by the Academy's specialist SEND provision, in line with the wishes of their parents and the needs of the individual.
- Show how access will be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipate the need to make reasonable adjustments to accommodate their needs where practicable.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
- Work in conjunction with the following school policies, strategies and documents: Behaviour Policy, Equality and Diversity Policy, Health & Safety Policy, SEND Policy, School Improvement Plan, Premises Management Plan.
- To be published on the school website.
- To be monitored through Governing Body committees and reported to the Full Governing Body.

The Academy's curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes some learning outside the classroom.

It is the aim of the Academy to ensure that all resources and SEND provisions are being used effectively and efficiently within the Academy setting in order to support the taught curriculum and enable pupils to reach their full potential.

The Academy does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; Academy staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of Academy life.

2. Sensory and physical needs

The Academy has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting (where possible)
- adaptations to the physical environment of the Academy
- adaptations to Academy policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The Academy will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of Academy life, and that all barriers to learning are removed. These may fall under the following heading.

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed within the Academy

Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long- term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

Accessibility Plan for Millbay Academy - Date January 2022

Item	Areas	Recommendation	Prio A	Prio B	Prio C	Keys for costs	Target date	Date Achieved
1	Approach to the Academy	Approach is flat and accessible, drop kerbs are in place to cross to Millbay 6 and PCC are looking at the installation of a crossing in this area.	X				OG	
2		Encourage students to walk to Academy wherever practicable						
3	Car Park	Millbay Academy does not have a carpark						

4		Ensure that all pedestrian walkways are well- lit at all times, and that the surfaces are completely flat, with no cracks in the floor that someone could accidentally trip over. Clear away any debris or rubbish regularly.	X			M	OG	
5		Wheelchair users to enter through main entrance or small playground gate to access Phase 1. Dual handrails are already in place and steps have different coloured nosing's to highlight edges. All areas are to be kept clear.	X				OG	

6	Disabled parking Bay	There are no disabled parking bays						
7	External Ramps and Outside Steps	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition. Mark start and end of ramps.	X			M	OG	
8		Ensure twin handrails on ramps and steps are regularly checked for security.				M	OG	
9		Contrasting colour at the start and end of each handrail to aid the visually impaired students and visitors.	X			M	2023	
10		Nosings are coloured differently to the steps to highlight the edge, ensure that worn nosings are replaced.	X			M	OG	

11	Main entrance door	Main entrance auto doors are accessed via the intercom which is at a height that can be used by wheelchair users.		X		M	OG	
12		Ensure there is a contrasting colour around the door to assist the visually impaired also door handles should be a contrasting colour to the doors.	X			M	OG	
13	External doors	Front and rear entrance doors are automatic and are managed accordingly. Other entrance/exit doors that have door closers should be checked regularly. All entrance/exits should be free of debris/obstruction.	X			N	OG	

14	Internal Areas	Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible. Ensure that circulation routes are kept clear of obstructions, such as sports equipment, deliveries, and stationery.	X			M	OG	
15	Reception area	Ensure at least one chair with arms in the Reception area	X			N	2023	
16		Ensure all cabinets are accessible to wheel chair users. Check operation regularly.	X			N	2023	
17		Ensure induction loop at the main reception is working correctly.		X		M	2023	
18	Corridors	Improving the visual contrast in an Academy should be considered when carrying out maintenance or refurbishment work – for instance when painting walls and doors, or renewing floor finishes. Should a mobility impaired person or wheelchair user wish to study at the Academy we would deem it reasonable for that pupil to be allowed to use a powered wheelchair or buggy to help him or her get around the site.	X			M	OG	

19	Signage	It is inclusive to incorporate tactile signage into all new signage.	X			M	OG	
20	Classrooms	In specialist rooms ensure that there are facilities available for pupils in wheelchairs such as adjustable benches, lower working areas etc.	X			M	2023	
21	IT Suite/ Library and Dining Room	Provide at least one station accessible by a wheelchair user and one high backed chair.	X			M	2023	
22	Internal Stairs/ Internal Ramps	Highlight the start and end of each staircase with marking tape/ paint or different coloured carpet tiles. This will greatly assist a visually impaired person. Highlight handrails at both top and bottom to give a clear visual marker. Ensure that all rails contrast with the surrounding area.	X			M	2023	
23	Internal Doors	Ask the caretaker to check every door for noise levels regularly and adjust when necessary e.g. Music rooms.	X			N	OG	

24		Check and replace any non-compliant door handles with the recommended D fittings. Provide sufficient contrast between the door handles and the door.	X			N	OG	
25		Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs.	X			N	2023	
26	WC's	Any replacement taps should be the correct push button or lever fittings.	X			M	OG	
27	Disabled Toilets	Fit coat hooks in all the Disabled Toilets. Ensure that bins do not impede access To the toilet, hand basin/dryer. Pull bars should be fitted to the inside of the doors.	x			M	2023	
28		Ensure all alarm cords in all accessible toilets are of a suitable length and ask cleaning staff to ensure that all cords are kept hanging free. Arrange disability awareness and etiquette training and basic manual handling training for appointed members of staff.	X			M	OG	

29	Staffroom	Provide at least one chair with arms in the staffroom.	X			M	2022	
30	Escape Routes	Remove any obstructions on escape routes daily and that the safe place of refuge is clearly marked	X			N	OG	
31		Ensure fire doors are in working order and there are no obstructions on the outside.	X			N	OG	
32		Provide wheelchair handling training to teachers and Site team.	X			M	OG	
33		Site team to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	OG	
34		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Install evacuation chairs for emergency use. Awareness training maybe required	X			M	OG	
35		Annual Fire risk assessment and check that all fire extinguishers are maintained and clearly indicated		X		M	OG	
36	Outdoors	Purchase a suitable outdoor picnic table for wheelchair users			X	M		

Access to Information for Millbay Academy - Date January 2022

Item	Action	Strategy	Priority A/B/C	Keys for cost	Targeted Date
01	Develop use of visuals around school	Ensure students use a visual timetable where required	C	M	OG
02	Improve accessibility of Information in the reception area.	Review signs with symbols, welcome sign in different languages and formats	C	M	OG

Personal Emergency Evacuation Plan (PEEP) for Pupils

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the pupil's intended means of escape in the event of emergency, including drills. The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the pupil's continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

A completed form should be held:
 In the Pupil's personal records
 By the Fire coordinator (for each building identified)
 By the Class teacher

Note:

This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or pupil) is anticipated or identified. The PEEP should be coordinated by the SENCO/Inclusion Manager or designated member of the SMT.

Pupil's Name:			
Class Room Number or Name:			
Location of classroom in building:			
Teacher's Name:		Tel: Ext No:	
Date Completed:		Reviewed:	
Name of Person who Completed this Form:			
Date Completed:			
Date of Next Review:			

Points to consider: In preparation for completing details in this form, consider the following, (discuss with the pupil if appropriate):

Question	Answer	Comments
Does the pupil change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?		
Do they have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?		
Does the pupil have any difficulties hearing the fire alarm?		
Are they likely to experience problems independently travelling to the nearest emergency exit?		
Does the pupil find stairs difficult to use?		
Are they dependent on a wheelchair for mobility?		
If the pupil uses a wheelchair would they have problems transferring from the wheelchair without assistance?		

A: Alarm System.

1. The pupil is able to alarm (delete as appropriate).

If the pupil is unable to raise the alarm independently, please detail alternative procedures agreed. If able, give a brief description of how.

2. The pupil has been informed of an emergency evacuation by:

existing alarm system:	/ <input type="checkbox"/>	vibrating pager device:	<input type="checkbox"/>
visual alarm system:	<input type="checkbox"/>	other: (please specify)	<input type="checkbox"/>
Give Details:			

B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit).

C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).

D: Method of Assistance (e.g. transfer procedures, methods of guidance)

E: Equipment Provided (details of all equipment needed to execute the plan and its location).

F: Training on use of equipment:

Date	Comments

G: Safe route(s) (description of all the safe routes that can be used).

N.B. A copy of the building plan with routes clearly marked may be useful.

	Yes	No
Have the route(s) been travelled by pupil and responsible person?	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of the exit route on plan been attached?	<input type="checkbox"/>	<input type="checkbox"/>
Has the equipment detailed above been tried and tested?	<input type="checkbox"/>	<input type="checkbox"/>
Have all issues been completed to full satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>
Has a copy of this form been sent to the person responsible for the fire evacuation?	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire coordinator informed all relevant staff of these arrangements? I.e. Class teacher, support assistant.	<input type="checkbox"/>	<input type="checkbox"/>

Record the length of time of practice evacuation. _____ mins

If **No** to any of the above please explain:

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I (pupil/parent) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this off on behalf of a minor):

Pupil Signature:		Date:	
Pupil Name:			
Parent Signature:		Date:	
Parent Name:			
Headteacher Signature:		Date:	
Headteacher Name:			
SENCO Signature:		Date:	
SENCO Name:			

List of people who have received a copy of this completed document:

Further help and advice

Contact	Telephone / Email
e.g. School's Fire Coordinator / H&S Representative etc	