



Co-op Academy  
Stoke-on-Trent

Accessibility Plan  
October 2020

### **The Co –operative Academy of Stoke- on Trent Mission statement:--**

- A belief that all will excel
- Happy, safe, successful students
- Sought after centre of learning
- Working together to” **be the best**”

The core values of the Academy are: - **Respect, Equality and Responsibility.**

### **Context**

The Accessibility plan addresses the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and supports our Mission Statement by a commitment to:-

Continue to improve all aspects of the environment of the Academy site and resources so that all disabled students can take full advantage of the educational and extra-curricular activities provided.

### **Definition (Equality Act 2010)**

“A person has a disability 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 carry out normal day to day activities”

## **Recent Academy Developments**

In September 2012 the Academy opened in a new purpose built £23million building funded through the BSF (Building School for the Future) Programme.

Compliance with the DDA was a priority when planning the new Academy building which has ensured that features to support access for disabled students, staff and visitors are incorporated into the design. These include:-

- Ample disabled parking adjacent to the reception area and Community entrance.
- Disabled access through automatic doors
- Lift access to all floors with braille on control buttons
- Automatic lighting to assist visually impaired
- Disabled toilet provision in all Faculties /areas
- Disabled changing/shower facilities in PE/IZONE
- Wide accessible corridors for wheelchair access
- All stairs compliant with contrast strips for visually impaired
- All walls/floors and furniture compliant with 30% colour difference for visually impaired
- Wiring for sound field equipment in place in all teaching rooms
- Hearing loop in place in lecture theatre, hall, reception, sports hall and interview rooms by reception.
- Adjustable table /work bench height for wheelchair users in all faculties
- Fire alarm pitch appropriate for hearing impaired
- Signage at height/size/location for visually impaired
- Wheelchair access for tiered seating in the hall
- Switches and door handles at wheelchair height throughout the building
- Evacuation arrangements in place with call buttons on stairwells
- Windows in doors are compliant with DDA recommendations

## **Maintenance and renewal**

To ensure that these features do not fall into disrepair they are monitored regularly by site supervisory staff.

### **Individual needs**

Changes may need to be made to this plan to meet the changing needs of individuals. Advice from the SENDCo (for students) and line managers (for staff) will be acted upon and provision made as required.

Specific priorities include:-

- Review the Academy's responsibility under the provisions of the Equality Act (2010)
- Provide mobile sound field system to be located where needed.
- Ramped access from main gate to student entrance

In addition to these priorities the Academy will:-

- Constantly review the provision of support for disabled students and visitors, taking on board new developments and resources.

### **Curriculum delivery**

The Academy actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students.

Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required with the advice and support of SENSS, SENDCo and any other relevant agency.

### **Associated policies and plans**

This plan should be considered in conjunction with the following relevant policies.

- Equal Opportunities for students
- SEND policy
- Curriculum policy

- School ADP

**Review and Evaluation**

This plan is a policy of the Governing Body and will be reviewed biannually by the Inclusion Committee.

**Adopted by the Academy** .....

**Chair of Governors** .....

**Headteacher** .....

**Review Date** .....

## Planning duty 1: Curriculum

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 taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Staff members do not know whether the curriculum is accessible.	Audit of staff training needs on curriculum access	Headteacher/ teachers/SENDCO	Spring 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2021
	Some Staff members do not have the skills to support pupils with SEND	INSET provided to staff members	Hed teacher External advisors/SENDCO	Spring 2020	Staff members have the skills to support children with SEND	Autumn 2021

<b>Medium term</b>	Ensure that all academy trips and residential activities are accessible to all	Needs of children with SEND incorporated into planning process	Teachers/SENDCO	Autumn 2020	Planning of academy trips takes into account children with disabilities	Summer 2021
--------------------	--	--	-----------------	-------------	---	-------------

<b>Long term</b>	Improve links with local special school to improve understanding of the curriculum	Organise opportunities for staff to observe the curriculum at local special schools	Teachers/SENDCO	Autumn 2020	Increase confidence of staff in developing their curriculum areas accessibility	Autumn 2021
------------------	--	---	-----------------	-------------	---	-------------

## Planning duty 2: Physical environment

Governing bodies 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 taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	Need to be aware of the access needs of disabled,	Create access plans on an individual basis where necessary	SENDCO/Business Manager	Ongoing	Everyone has equal access as far as reasonably possible	As required

	Ensure all disabled people can be safely evacuated	Provide training to staff – use of Evac Chairs	Business Manager / Site Manager	Spring 2020	All disabled students, staff and visitors can safely evacuate the building in the event of an emergency	Spring 2021
<b>Medium term</b>	Transition arrangements	Liaise with Primary Schools	SENDCO / Head of Transition	Summer 2020	More detailed information about students and the information is provided earlier	Autumn 2021
<b>Long term</b>	Ensure all fire escape routes are suitable for all	Request advice from H&S Advisor on accessibility of exit routes and fire doors	Academy business manager/ Site Manager	Summer 2020	All disabled students, staff and visitors to have a safe independent way out in emergency situations	Summer 2021

### Planning duty 3: Information

Governing bodies 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 taking into account pupils' disabilities and the preferences of themselves or their parents/carers

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print (Arial 12). The academy office will support and help parents to access information.	SENDCO/Office Manager	Ongoing	All parents/carers receive information in a form that they can access	Ongoing
<b>Medium term</b>	To ensure a smooth transition between Y6 and Y7	To meet with the feeder primary schools and devise strategies to ensure a smooth transition.  Y6 open evening	SENDCO/ Head of Transition	Summer 2020	Parents/carers are more confident about the transition to Secondary.  Information is given to parents/carers in different formats	Autumn 2021
<b>Long term</b>	Reading difficulties of	Parents/carers who have difficulty	SENDCO	Autumn 2020	Parents/carers feel confident to request these meetings. Help with form filling, etc.	Summer 2021

	parents/carers  Parents may have hearing impairment and may need BSL signer	reading have face to face meetings.  Identify parents/carers reluctant to contact the academy				
--	---	---	--	--	--	--