

# Accessibility Policy

Academic Year 2025-2028

| Version and Date |            | Action/Notes                | Date to be Reviewed |
|------------------|------------|-----------------------------|---------------------|
| 6.0              | 13.07.2021 | Approved by the Trust Board | 3 Years – July 2024 |
| 7.0              | 12.07.2022 | Approved by the Trust Board | 3 Years – July 2025 |
| 8.0              | 08.07.2025 | Approved by the Trust Board | 3 Years – July 2028 |

### **Aims and Scope**

The Connect Education Trust believes that in partnership with parents it has a special duty to safeguard and promote the education of pupils with disabilities over and above its basic statutory responsibilities. The Connect Education Trust will also make every practicable arrangement for staff and visitors with disabilities.

A person is defined as having 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. This definition is a broad one and covers physical and medical disabilities, sensory impairments, such as those affecting sight or hearing and learning disabilities.

The Connect Education Trust will maintain and increase accessibility for those with disabilities to ensure their needs are met in its schools. This policy should be read in conjunction with the First Aid and Supporting Pupils with Medical Needs Policy and the Health and Safety Policy.

The Connect Education Trust schools will achieve this aim by:

- Regular training for teaching and support staff in disability awareness so that they can encourage pupils with disabilities to take every opportunity to achieve their potential including music, drama and physical activities
- Fulfilling their duty not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services including admissions, exclusions, extracurricular activities, educational visits and school trips
- Managing the physical environment so as to remove or minimise trip hazards or disturbances of noise and light
- Ensuring all refurbishment, minor and major building work include all reasonable measures to improve accessibility and comfort for children with disabilities.
- Designating a senior member of staff at each school with special responsibility for implementing and monitoring this policy

### **Responsibilities and Monitoring**

The Senior Leader for inclusion will:

- be responsible for identifying actions to improve accessibility and drawing up an implementation plan with targets and timescales.
- report on progress to the Headteacher and the Local Governing Boards or Interim Management Boards of each school

### **Long Term Objectives and Targets (Our Vision)**

Our vision is that any further building work completed on our school sites will be inclusive of pupils with a range of disabilities for which we will be adequately equipped and resourced.

### **Any Future Building Programmes on individual School Sites**

All future building programs for individual school sites will comply with the DDA act and will therefore provide:

- Full access for wheelchairs to all areas of the building where practicable
- Lighting which supports the visually impaired
- Decoration to support visually impaired pupils and pupils with Autism Spectrum Disorder

- A lift, which will make any second floor of the building accessible to the disabled.
- Environments which support pupils with disabilities

#### **Identifying and Removing Barriers to Access**

- Each Connect Education Trust school has an ongoing decoration and improvement programme which takes into consideration all aspects of physical impairment, pupils with Autism Spectrum Disorder and is particularly supportive for the visually impaired.
- Areas of poor lighting to be identified and will be replaced/refurbished as part of the on-going decoration improvement programme.
- Windows are to have blinds where required
- Schools can be accessed easily at ground floor level. However, upper floors may not have wheelchair accessibility.
- Not all of the schools have adequate space to support pupils with physiotherapy and occupational therapy programmes.
- The schools do not have documentation in any other form but written, although some documents have been translated into other languages.
- School alarms that are auditory only do not cater for pupils with hearing impairment.
- Toilets should be redecorated to create “contrasts” for easier use by visually impaired pupils.

### School Specific Accessibility Plan: Grange Park Primary School

| Target   | Strategies   | Time Frame  | Responsibility                           | Success Criteria  |
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| Decorative state of the school supports ASD pupils and the visually impaired to access the site more easily. | Audit of the school's decoration by the site manager and a member of the inclusion team.   | Audit to be completed each September  | SBM, Inclusion Manager and Site Manager. | The school building is decorated and maintained to support children who have ASD. Two playgrounds have shaded areas to support pupils with light sensitivity.   |
| Ensure adequate access in school for children with mobility issues   | Lift installed in year 5 and 6 building.<br>Playgrounds connected by slopes.<br>2 disabled parking bays in car park for staff<br>Assess accessibility access from outside to inside. | Audit each September.<br>check outside areas remain safe and that covid pathways are clearly demarcated | SBM, Inclusion Manager and Site Manager. | Easier access from the main playground. Easier access to the higher floors of the main building.<br><br>The ground floor of the main school building and both floors in the year 5/6 hub are wheelchair accessible. |
| Ensure that emergency evacuation procedures in place are sound   | Risk assessment and care plan in place for children with mobility issues   | Each September  | SBM, Inclusion Manager and Site Manager. | Children and adults can safely and easily evacuate the school building and understand the procedures to follow  |
| To improve the provision for ASD   | Use communication in print to improve signs around the school by augmenting them using sound button machines   | Termly  | All teaching staff<br>SENCo              | Children with additional communication and interaction needs are supported by augmented instructions  |

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| To de-clutter PE, dining halls and other environments and create better storage in communal areas. | Audit of the school's decoration by the site manager and a member of SLT  | Annually. | Office manager and Site Manager.      | All areas will be tidy and the risk of tripping over clutter will be reduced.  |
| Disabled Toilet Facilities   | Disabled toilets installed in 3 different areas of the school building to enable access for disabled visitors, children or staff  | In place  | Site manager                          | There are 3 disabled toilets, which are large enough to accommodate changing and personal hygiene care.  |
| Wellbeing Room in place for SEMH pupils  | Space organised and prepared for a purposeful environment for children with social, emotional and mental health needs   | In place  | Learning Mentor SENCo                 | Improved inclusion for more vulnerable children and for children with social, emotional and mental health needs.   |
| Emerald, Sunstone and Ruby Learning Zone in place for pupils with ASD, complex needs and SEMH      | Space organised and prepared for a purposeful environment for children with additional needs  | In Place  | SENCo                                 | Improved inclusion   |
| Medical Room   | Clean, hygienic well-ordered and de-cluttered room for pupils and adults who require medical intervention or attention.<br>: ensure soft furnishings are washed weekly. | In place  | Headship<br>Medical Welfare Assistant | All adults that work in the medical room have a first aid certificate that is in date. Provides a safe, personal space for medication to be administered. Also has large disabled toilet facility. Wheelchairs can access the medical room. Provides a place of care for anyone who has sustained any physical injuries in school. |

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|   |  |  |   | Adult in the medical room will telephone external services for medical advice if necessary to call for an ambulance in a medical emergency.<br>All confidential medical files for pupils are locked away. |
| Steps and Stair edging.   | All steps and stairs should be clearly demarcated  | To be completed as part of the refurbishment programmes.                               | Senior Leader for Inclusion and Site Manager. | All stairs and steps are clearly visible to visually impaired pupils.   |
| Sound reduction in communal areas and some classrooms to support ASD pupils | During on-going redecoration programme, sound absorption boards or false ceilings to be built in classes and communal areas such as halls. | To be completed as part of the redecoration programmes.                                | Senior Leader for Inclusion and Site Manager. | Learning environments and communal areas will be quieter.   |
| External post protectors to prevent injury to visually impaired pupils.     | During on-going refurbishment programme, install post protectors on all support posts for shelter roofs in playground.                     | To be completed as part of the refurbishment programmes.                               | Senior Leader for Inclusion and Site Manager. | All support posts will have post protectors   |
| Finger guards on doors  | During on-going refurbishment programme, install finger guards on all doors.   | To be completed as part of the refurbishment programmes.                               | Senior Leader for Inclusion and Site Manager. | All doors have finger guards.   |
| Improve Lighting to support the visually impaired.                          | Audit of lighting when an area is scheduled for redecoration.  | Refurbishment process on going throughout the schools over an extended period of time. | Senior Leader for Inclusion and Site Manager. | Improved lighting supports the visually impaired.   |



This policy will be reviewed every three years by the Trust Board.



