



ROBERT MELLORSTM
PRIMARY ACADEMY

Robert Mellors Primary Academy

Accessibility Plan

Approved by: Robert Mellors Primary Academy **Date:** May 2021
Governing Body

Last Reviewed on: September 2019

Next review due September 2023

by:

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Section 1 Aims

This Accessibility Plan has been drawn up in consultation with the Redhill Academy Trust, pupils, parents, staff and governors of Robert Mellors Primary Academy.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We treat all of our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Robert Mellors Primary Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports partnerships with The Redhill Trust and Nottinghamshire County Council to develop and implement the plan.

Our school'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. Access varies depending on disability and has characterised access from four main dimensions:

1. Physical access, which involves people with physical disabilities requiring the use of wheelchairs or walking aids and requires the provision of, for example, handrails, ramps, lifts and lowered counters;
2. Sensory access, which involves people with hearing or vision impairment requiring the provision of, for example, tactile markings, signs and labels, hearing augmentation-listening systems and audio cues for lifts and lights;
3. Communication access, which involves people who have difficulty with the written word, vision, speech, and language problems.

4. Cognitive access, which involves people who have impaired awareness, perception, reasoning and judgement.

Robert Mellors Primary Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. Adequate provision shall be made for people to access and use the building, its facilities and its environments. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan relate to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

The Action Plan for physical accessibility relates to the Access Audit of the School.

The Plan will be monitored through the Site Development Committee of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

Contextual Information

Robert Mellors Primary Academy is a single storey building built. It was a county secondary school for boys from 1947-1954. The ground floor varies on levels and there are steps throughout. Two additional single storey were built recently on the site to cater for growing pupil intake. In 2018 we had the Little Herons constructed at a cost of nearly one million pounds to cater for our 2 to 4 year old provision.

Section 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.

Equality Act 2010 (Section 85 para 2)

Pupils: admission and treatment, etc.

Robert Mellors Primary Academy does not discriminate against a person:

- in the arrangements it makes for deciding who is offered admission as a pupil;
- as to the terms on which it offers to admit the person as a pupil;
- by not admitting the person as a pupil.
- in the way it provides education for the pupil;
- in the way it affords the pupil access to a benefit, facility or service;

(Section 85 para 5)

Robert Mellors Primary Academy does not victimise a pupil:

- in the way it provides education for the pupil;
- in the way it affords the pupil access to a benefit, facility or service;
- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by excluding the pupil from the school;
- by subjecting the pupil to any other detriment.

Section 3. Action plan Physical Environment Access Outside and Inside

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

The Academy Accessibility Plan 2020-21 Improving the Physical Access at the Academy

Item	Activity	Timescale/outcome/ Achievement
Entrance to the side of Foundation Stage is no longer in use since building of the F2 toilets	Remove labels from door that demarcate it as a working entrance	By end of Spring term 2021
Plan for the Local Authority to visit to audit the school for any accessibility issues	Contact Nottinghamshire County Council, complete audit and then action plan	By end of Spring term 2021
The school is aware of the access needs of pupils, staff, governors, parents / carers and visitors	To record any access issues which may arise for pupils as part of induction process, writing of health care plans, individual provision maps. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access arrangements during recruitment process.	Ongoing
To improve signage and external access for visually impaired people	Yellow strip mark step edges – some steps in certain areas and ramps need repainting	By end of Autumn term 2021
Ensure all disabled pupils can be safely evacuated	PEEPs to be written for all pupils requiring one.	As soon as possible
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access.	Ongoing
Improve signage to indicate access routes around school	Signs indicate disabled parking bays, and wheelchair friendly routes around school.	Parking bays are designated. Latter is on going
Improve and maintain access to the physical environment	Ramp to F2 from playground is immediately met by steps for entering the main building. Corridor width is suitable for wheelchair access through the school	Consider placing ramps to replace steps for long term plan

	<p>Disabled parking bays are allocated at the front and rear car parks</p> <p>Disabled toilets and changing facilities are available in the main school building</p> <p>The new library shelves are at wheelchair-accessible height</p>	
<p>All classrooms are wheelchair accessible and internal layout is enabling for the wheelchair user to access all areas within the classroom</p>	<p>Make reasonable adjustments to furniture to accommodate the needs of individual pupils. It is important that all pupils can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on. The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably.</p>	<p>To continue to assess further new classroom layouts, furniture, equipment, sound and vision, ICT, lighting and ceiling, carpeting in terms of wheelchair disability accessibility and engagement with those with hearing impairment and auditory memory difficulties. To organise classrooms to promote the participation of pupils with learning and physical disabilities.</p>
<p>Dining areas Dinner hall/nurture Cafe</p>	<p>Care should be taken to ensure that all pupils and staff members can safely and independently use the facility.</p> <p>Dining environments should not be viewed as purely functional but should be structured to facilitate social interaction and inclusion with peers.</p> <p>Other considerations in these eating environments:</p> <ul style="list-style-type: none"> • Tables should be accessible to wheelchair users • Aisles should be wide enough to allow pupils carrying trays to safely pass • Self-service shelves and dispensers for cutlery and condiments should be within reach of wheelchair users and people of small stature. 	<p>To organise meal time areas to promote the participation of pupils with learning and physical disabilities.</p>

	<ul style="list-style-type: none"> • Tray slides allow trays to be rested while moving along a counter. These should be continuous to reduce the chances of dropping trays, and have knee space underneath to accommodate wheelchair users • Some pupils may need privacy during meals, so it would be helpful to have screens available as required 	
Computer Room	<p>Computer facilities are of particular importance to pupils with disabilities - they can use IT facilities to access services and information that would otherwise be unavailable to them.</p> <p>Computer room furniture should be laid out to ensure easy movement around the room. Circulation routes should be kept clear of cables and other equipment which could cause obstruction.</p> <p>Items for consideration in computer rooms:</p> <ul style="list-style-type: none"> • Some pupils may require height-adjustable tables • Lighting should be glare-free to ensure that computer screens can be clearly seen • Adequate space should be made available for specialist assistive technologies, such as joysticks and screen magnification software, which may be required by certain pupils • Individual study areas may be useful to reduce distraction, for instance if speech recognition software is being used 	<p>To organise the IT Suite area to promote the participation of pupils with learning and physical disabilities.</p>

<p>Good acoustic conditions are important for pupils:</p> <ul style="list-style-type: none"> • with speech and language difficulties • whose first language is not English • with vision loss • with attention deficit hyperactivity disorders • with central auditory processing difficulties • with autistic spectrum disorders 	<p>Speech is a key element of teaching and learning in most classrooms: it is the main method of communication between teachers and pupils. Up to 80% of all classroom activities require listening and speaking. The quality of a classroom's acoustics can influence speech intelligibility and is therefore an important consideration in classroom design. Good acoustic conditions are especially important for pupils who are deaf or hard of hearing.</p>	<p>To avoid and remove a poor acoustical environment as an architectural barrier to pupils with hearing loss</p>
<p>Pupils with emotional, psychological or mental health issues may need more space around them, or they may need access to quiet rooms to allow them to refocus. In some cases, they may need spaces that allow for engagement with a number of adults at one time. Appropriate use of lighting and colour can help to create a calming environment. Pupils who have intellectual or learning disabilities will benefit from a design approach that reduces visual and auditory distractions. Distractions can arise from other children passing through nearby corridors, or from noisy sports or music activities, or from external distractions, such as buses or grass cutting. Pupils who have difficulties with remembering and concentrating will also benefit from reduced distractions. They may need access to assistive technology (such as a laptop computer with specialist software) to help them to manage their learning processes. Pupils who have speech disabilities may need alternative ways to communicate with their teachers and their peers. Classrooms designed to facilitate the use of computers with assistive technology can be very helpful in meeting and supporting these needs. Requirements include appropriate desk space, power points, and network connectivity (fixed or wireless). A suitable acoustic environment that avoids or reduces noise distractions will also be helpful.</p>		

Section 4 Action Plan 2 The Academy Accessibility Plan 2020-21
Improving the Curriculum Access at the Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Staff Meeting time is devoted to sharing of good practise/differentiated resources.	Ongoing	Increase in access to the EYFS and National Curriculum. Needs of all pupils are met. Long term aims to continue to gain evidence of even greater involvement of disabled pupils in the life of the school.
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available. Materials to be coordinated onto school website. Engage with teaching staff to share good practice.	Ongoing	Needs of all pupils are met. Good progress made by all learners. Look to provide externally-led INSET on specific access issues and how to provide further support for children with SEN and disabilities outlining educational implications of different disabilities and on the management of particular health needs in the classroom.

All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time with adjustments already made to accommodate the needs of individual pupils. All pupils are included in the learning	Ongoing	Increase in access to the EYFS and National Curriculum Needs of all pupils are met
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time ensuring adjustments to accommodate the needs of individual pupils are met in good time. All pupils are included in the learning	Ongoing	Increase in access to the EYFS and National Curriculum Needs of all pupils are met
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access. Plans for future school assemblies to explore disability and access. Reacting to actual pupils with SEN/LDD in School. Monitor and evaluate effectiveness of new PSHE scheme with regards to Disability awareness.	Ongoing	Society will benefit by a more inclusive school and social environment. Diverse needs of all pupils are recognised and celebrated. To invite an external speaker (e.g. Paralympian) to speak to the whole School, as part of the School

				assembly programme.
<p>Appropriate use of specialist equipment to benefit individual pupils and staff</p> <p>Use IT software to support learning</p>	<p>Reasonable adjustments checklist to be shared with all staff</p> <p>Make sure the relevant software is purchased, installed and available to use where needed</p>	<p>All pupils who need it have access to IT software to assist in learning and recording.</p> <p>Wider use of SEN resources in the classroom</p>	Ongoing	<p>Increase in access to the EYFS and National Curriculum.</p> <p>Needs of all pupils are met</p>
<p>Review PE curriculum to ensure PE is accessible to all</p>	<p>Gather information on accessible PE and disability sports.</p> <p>Seek disabled sports people to come into school</p>	<p>All pupils have access to PE and are able to excel.</p> <p>Sports halls should incorporate all of the access requirements that apply to general building design.</p> <p>Other considerations include accessible facilities for both spectators and participants, such as accessible viewing and changing, showering and toilet facilities.</p> <p>Sports wheelchairs may be longer than traditional wheelchairs, and may require extra turning and circulation space.</p>	Ongoing	<p>Increase in access to the PE National Curriculum and access to Physical development activities in EYFS.</p> <p>Needs of all pupils are met</p>
<p>Improve the delivery of all information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is</p>	<p>All pupils to understand what is being communicated and to give them a method of communication back e.g. offering a choice</p>	On-going	<p>All communication needs of all pupils is met</p>

	<p>accessible. This includes:</p> <ul style="list-style-type: none"> Makaton signage Large print resources Pictorial or symbolic representations 	<p>that involves a head nod or shake.</p> <p>Summarise current state of resources in use, identifying accessibility and readability and their suitability for pupils with physical and learning difficulties, based on results of work scrutiny. Review strategies (IT, large print, audio, pictorial, layout) for providing the same information taking into account pupil disabilities. Pupil Passports alert staff.</p>		
<p>Curriculum accessibility and differentiation</p> <p>Aim: to ensure pupils with SEND and EAL needs can access the School curriculum.</p>	<p>Review curriculum to ensure that it caters for and is accessible for pupils with SEND and EAL</p> <p>Review schemes of work to ensure that SEND and EAL needs are catered for and that staff allow for the additional planning and time needs of learners with SEND/EAL.</p>	<p>Ensure that learners with learning or language needs can access activities and learning</p>	<p>On-going</p>	<p>To review the use of assistive technology to ensure that learners with SEND can access curriculum effectively, such as mind-mapping, text-to-speech and speech recognition software.</p>

Section 5 Action Plan 3 The Academy Accessibility Plan 2020-21
Improving the Delivery of Written Information at the Academy

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to pupils improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All school information available for all as required	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.

Section 6 Action Plan 4 The Academy Accessibility Plan 2020-21

Communication with Parents and Carers at the Academy

Target	Strategy	Outcome	Timeframe	Achievement
Make available school letters and other information for parents and carers is available on the website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Ensure that parents and carers receive information from school in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice	Ongoing	School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications
<p>Continuous review of materials currently provided [in written format to parents/carers] including curriculum resources, timetables, handouts, newsletters, information about school events etc.</p> <p>Consider various strategies (ICT, large print, audio, pictorial) for providing information taking into account possible parent/carer disabilities (for example hearing and visual impairment) and their preferred format for information in a reasonable timescale.</p>				

Section 7 Monitoring arrangements

This document will be reviewed every **year**, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board, the local authority and the headteacher.

Monitoring will include the following checks:

- Everyone understands their role in ensuring that the building operates efficiently, both on a day-to-day basis and in an emergency;
- Appropriate skills and disability/equality training are included in staff induction training;
- Training is updated routinely;
- Contract workers are appraised of their safety duties and responsibilities in advance of commencing any work;
- High temperature surfaces (e.g. radiators, portable heaters, cookers etc.) are protected;
- General staff: Fire alarms, visual alarm indicators and emergency evacuation equipment and facilities are kept unobstructed;
- Maintenance staff: Both visual and audio fire alarms are operative;
- Hazardous areas, are kept locked.

Section 8 Links with other policies

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

- Risk assessment policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Management Policy
- Curriculum Policy
- Equality Policy
- Health and Safety Policy
- SEND Policy
- School Improvement plan
- Supporting pupils with Medical Conditions Policy

Section 9 Additional accessibility duties, considerations and responsibilities

Single sex sport

(para 3.20) Although the Equality Act forbids discrimination in access to benefits, facilities and services; the Act does contain an exception which permits single sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed school to have a boys only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities. The judgment on whether girls would be at a physical disadvantage needs to be considered the particular group in question, so it is much less likely to justify segregated sports for younger children. Where separate teams exist, it would be unlawful discrimination for a school to treat one group less favourably – for example by providing the boys' hockey or cricket team with much better resources than the girls'.

Making reasonable adjustments

(Para 4.20) The EHRC has published guidance on the auxiliary aids duty which includes advice on when it would be reasonable for schools to have to make adjustments and what factors a school should take into account in its assessment of whether or not it would be reasonable to make any particular adjustment. The guidance is available at <http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice/>.

4.27 The reasonable adjustments duties on schools are intended to complement the accessibility planning duties (covered in 4.28 - 31) and the existing SEN statement provisions which are part of education legislation, under which local authorities have to provide auxiliary aids to pupils with a statement of special educational need.

Disabled pupils: accessibility

(Schedule 10 (accessibility) has effect).

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.



4.29 Schools must implement accessibility plans which are aimed at:

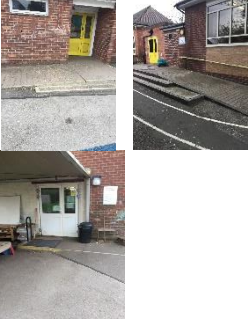
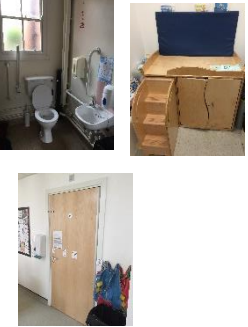

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to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

Having “due regard”

5.5 The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The significance of those implications – and the amount of thought that needs to be devoted to them - will vary depending on the nature of the decision. For example, a decision to change the time of school assembly is unlikely to have a significant impact on any particular group. On the other hand, deciding when and where to have a school trip may raise a range of considerations: are the facilities for boys and girls equivalent; are they accessible to disabled pupils; does the date cut across any religious holidays and so exclude some pupils, and so on. An initiative to raise pupil attainment in a single sex school might not have any gender implications, but there could be race issues that need to be considered. It is good practice for schools to keep a note of any equality consideration, although this does not necessarily need to take the form of a formal equality analysis. Publishing it will help to demonstrate that the due regard duty is being fulfilled.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Date to complete actions by
Number of storeys	Robert Mellors is a one storey premises	None at the moment	N/A
Corridor access 	All corridors are widely spaced	There are steps on the Year 1 corridor leading to F2. School can consider ramps as a reasonable adjustment within 3 years	Three years
Parking bays	Available at the front and rear of the school	An accessible route connects the entrance gate, parking, alighting to the school entrance	N/A
Entrances Staff Entrance: 	There is a central entrance through which the visitors enter at the front of the school The staff entrance has stairs	The main entrance is accessible to all users, there is also an accessible entrance to the side of the building leading into the kitchen and dining hall. The lobby is at one level with adequate manoeuvring space for wheelchair users.	Staff entrance stairs – yellow paint strip – By Spring 2021

<p>Ramps</p> 	<p>The F2 classroom has a ramp at the front and side of the building.</p>	<p>The ramp is provided an entrance to F2.</p> <p>The yellow outlines need repainting.</p> <p>There are no handrails.</p>	<p>Painting the edges of the ramp. Spring 2021</p>
<p>Toilets</p> 	<p>The school has wheelchair accessible toilets, that are properly maintained and not used as storage spaces nor locked-off during school hours;</p>	<p>Check that: Toilet transfer areas are kept free of obstruction; Alarm facilities are maintained and any pull cords extend to within 100mm of the floor; Toilets used by people with disabilities are kept particularly clean, as these users depend on the WC surfaces for support; Sanitary disposal bins are provided, emptied regularly and positioned within reach of the toilet.</p>	<p>N/A</p>
<p>Reception area</p> 	<p>The reception area to the left has stairs leading into classroom, the dining hall and meeting rooms.</p>	<p>There is some restricted, movement in the building.</p>	<p>Reasonable adjustments are reviewed with the Trust and the LA annually</p>

Internal signage	Fire safety and mandatory signs	<p>Signage is clear and legible</p> <p>Signs are replaced after redecoration</p> <p>Bulbs in illuminated signs are replaced when performance is reduced, rather than when they fail;</p> <p>Access to tactile signs is maintained.</p>	<p>Direction signs should be installed frequently along the evacuation route and these should preferably be internally illuminated. The evacuation route for wheelchair users should also be signposted.</p> <p>Autumn 2021</p>
Emergency escape routes	Fire safety and mandatory signs	<p>There are a number of fire exits located throughout the building. Staff should familiarise themselves with all fire exits throughout the building even if they don't work in a particular section of the building. Staff should also consider the closest exits to all rooms, as these are potential areas of occupation in an emergency situation. Staff also need to know how best to get members of the school from various parts of the building in an emergency situation. For example, which is the quickest way to exit the building from any one location?</p>	<p>Alerting systems in the building must be both audible and visual to alert all people, including people with hearing impairments. Visual alarms must also be installed at visible locations in all areas of the building, including the toilets. Also, non-auditory visual alarms include flashing beacons must be installed.</p> <p>Autumn 2021</p>