



South  
Nottinghamshire  
Academy

## Accessibility Plan

|                      |   |
|----------------------|---|
| APPROVING BODY       | Headteacher   |
| DATE APPROVED        | 29.11.2022  |
| VERSION              | V1  |
| REVIEW DATE          | September 2025  |
| LEGISLATION/GUIDANCE | Equality Act 2010<br>Department of Education (DfE) Guidance for Schools on the Equality Act 2010<br>Special Educational Needs and Disability (SEND) Code of Practice<br>Building Regulations Approved Document Part M : Access to and Use of Buildings<br>BS 8300 – Design of an Accessible and Inclusive Built Environment |

## Contents

|                                   |   |
|-----------------------------------|---|
| 1. Aims .....                     | 2 |
| 2. Legislation and guidance ..... | 2 |
| 3. Access Strategy                |   |
| 4. Action plan .....              | 3 |
| 5. Monitoring arrangements.....   | 8 |
| 6. Links with other policies..... | 8 |

---

### 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 school 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 school aims to treat all its 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.

Our school 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 any available partnerships 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, the complaints procedure sets out the process for raising these concerns.

### 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Access Strategy

#### Parking Provision

Four accessible parking bays are provided at the school entrance. Please refer to ADM Strategy Plan in Appendix A for further details of the parking location. The accessible parking bays are clearly defined with road markings and dropped kerbs are provided to enable access to the reception area.



*Photo : Accessible parking bays*

#### Entrance & Reception

Reception is reached via a ramp that is visible from the accessible parking bays. The ramp is legible and easily understood in terms of its purpose and destination. The ramp includes a handrail to aid ambulant immobility. The path to reception is clear of hazards and no barriers to entry are provided. Steps at the entrance are provided with tactile paving to assist visitors with partial sight and sufficient external lighting is provided at the entrance to enable safe access to the building.

Level access to the building is provided via a landing at the entrance. The entrance doors are automated on PIR detectors at peak times to allow barrier free access to the building. In school hours the entrance doors are controlled by staff members at reception.

An accessible WC is provided in the reception area for use by staff, students, and visitors. Horizontal circulation at ground floor is via >2200mm wide corridors providing sufficient space for people passing. Cross corridor doors are held open via magnetic locks to provide barrier free access to the ground floor.

## **Vertical Circulation**

A lift is provided in the centre of the floor plan to provide the minimum travel distance for wheelchair users to the rooms on upper floors. Please refer to ADM Strategy Plan in Appendix A for further details of the accessible provision in the existing school.

It is the school policy that wheelchair users are always accompanied by staff or support students to enable an equality of experience for all students. This policy ensures wheelchair users are able to access all areas of the school regardless of their disability. If barriers are encountered the support staff or students are able to identify solutions or assist the wheelchair user.

## **Detached Teaching Block**

The new teaching block has been located close to the existing school and orientated to enable an easily understood relationship with the existing school. Read with the existing school, the orientation of the new block effectively creates a u-shaped circulation route for staff and students that is legible and easily understood. The ground floor of the new block is only 50mm lower than the ground floor of the existing block which allows an equality of access between the two buildings.

Due to the similar levels between buildings, wheelchair users can circulate between buildings without the need for ramps or additional provision. Access routes are easily understood and legible for users unfamiliar with the buildings.

The new teaching block has two entrance doors that address the existing school, one to the east, and one to the south. Please refer to ADM Strategy Plan in Appendix A for further details of the new teaching block entrance locations. Due to the inclusion of a draft lobby on the external doors at the main school reception the east door to the new block has been designated as the principal entrance for the building. To support this decision, additional accessible provision has been included to the east entrance doors. The east entrance door is recessed to provide shelter for users accessing the building. The entrance door is also equipped with PIR activated automated doors to provide barrier free access for wheelchair users.

For rainwater run-off a small gradient (1:24) is included to the main door from the flat circulation path. Please refer to ADM Strategy Plan in Appendix A for further details of the gradients around the new teaching block. Due to the inclusion of an automated door the small gradient is not deemed to be a barrier to entry for wheelchair users.

The new teaching block is provided with a lift close to the entrance for access to the upper floor and is equipped with wheelchair accessible, ambulant, and enlarged WC cubicles. Call points are provided at the landing of both stairs to enable communication with the fire service for the ambulant impaired in the event of fire incident.

#### 4. Action plan

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

|                                    |  |
|------------------------------------|--|
| <b>AIM</b>                         | <b>Increase access to the curriculum for pupils with a disability or where English is an Additional Language (EAL)</b>   |
| <b>Current Good Practice</b>       | <p>South Nottinghamshire Academy (SNA) offers differentiated curriculum for all pupils.</p> <p>SNA uses resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources may include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Use of targeted funding</p> <p>Exam concessions are applied where needs are identified in line with JCQ regulations</p> |
| <b>Objective</b>                   | To set up specialist provision for students who are unable to access the curriculum in all mainstream lessons.   |
| <b>Actions to be taken</b>         | <p>Investigate and resource to provide access and challenge for suitable students.</p> <p>Baseline assess students on entry to SNA</p>   |
| <b>Person Responsible</b>          | Deputy Headteacher responsible for SEND  |
| <b>Date to complete actions by</b> | On-going through the academic year   |
| <b>Success Criteria</b>            | Provision in place for all students needs  |
| <b>AIM</b>                         | <b>Improve and maintain access to the physical environment</b>   |
| <b>Current Good Practice</b>       | <p>The environment in SNA is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts, with disabled pupils or pupils with a PEEP provided with a lift key as necessary</li> <li>• Wide corridors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Hygiene suite</li> </ul>   |

|                                    |  |
|------------------------------------|--|
|                                    | <ul style="list-style-type: none"> <li>• Physio room</li> <li>• Tables adapted to wheelchair height to include practical lessons</li> <li>• Wheelchair accessible minibus</li> <li>• Signs and symbols displayed around school</li> </ul>  |
| <b>Objective</b>                   | To ensure that all disabled students are able to access all areas of the school site safely and suitable adjustments are made to ensure students can access lessons and recreational facilities with their peers.  |
| <b>Actions to be taken</b>         | <p>Risk Assessments to be in place where applicable</p> <p>Work with 3<sup>rd</sup> party agencies to ensure needs are met</p> <p>H&amp;S compliance checks are made and any remedial work carried out to ensure the site is safe and fit for purpose.</p>   |
| <b>Person Responsible</b>          | <p>All staff responsible for H&amp;S</p> <p>SENDCo</p> <p>Asst SENDco Site</p> <p>Manager Operations</p> <p>Manager</p>  |
| <b>Date to complete actions by</b> | Ongoing  |
| <b>Success Criteria</b>            | Students can access and safely move around the school site   |
| <b>AIM</b>                         | <b>Improve the delivery of information to pupils with a disability or where EAL</b>  |
| <b>Current Good Practice</b>       | <p>SNA uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources (if specific needs identified)</li> <li>• Radio microphones</li> <li>• Pictorial or symbolic representations</li> <li>• AAC Communication (TOBII non-verbal communication software)</li> <li>• Verbal information reinforced with written follow up to meet specific student's needs (memory recall)</li> <li>• The use of Teaching Assistants for identified (funded) students</li> <li>• Translation or differentiation resources provided</li> <li>• Overlays and colored resources when necessary to support student with dyslexia</li> </ul> |
| <b>Objective</b>                   | To ensure that all staff are aware of the need to ensure that information can be fully accessed by a student joining the school with a disability.   |
| <b>Actions to be taken</b>         | <p>Student information collected on admission to SNA and shared with staff</p> <p>All teaching staff to have ACC Communication training</p> <p>3<sup>rd</sup> Party Agency's deployed when necessary</p> <p>EAL training for all teaching staff</p>  |

|                                    |  |
|------------------------------------|--|
|                                    | <p>SENDCo CPD</p> <p>Seating plans to be given consideration for students with disabilities</p> <p>All staff to be made aware of any reasonable adjustments to meet student needs</p> <p>TA's to be deployed as required for funded students</p> |
| <b>Person Responsible</b>          | <p>Deputy Headteacher</p> <p>SENDCo</p> <p>Asst SENDCo</p> <p>All teaching staff</p>   |
| <b>Date to complete actions by</b> | <p>On going</p>  |
| <b>Success Criteria</b>            | <p>All pupils with a disability or EAL will be able to access school communications and information</p>  |

## 5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the Headteacher

## 6. Links with other policies

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

- Health and safety policy
- Fire Policy
- Equality and Diversity Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



# Appendix A

**NOTES**  
This plan outlines the measures proposed to achieve compliance with Part M of the Building Regulations.  
Indicates the proposed route for wheelchair users accessing the new teaching block.

**1 Strategy Plan**

**PRELIMINARY**

| NO | DATE       | BY | SCALE        |
|----|------------|----|--------------|
| AW | 18.11.2022 | AW | As Indicated |

**9195-CPMG-00-00-DR-A-7009**