

# THE BULWELL ACADEMY

## Accessibility Audit & Plan

### 2023 to 2025 (Published March 2024)



#### **1. Physical Access - improving the extent to which disabled students are able to take advantage of education and intervention**

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The Bulwell Academy will take reasonable measures to ensure access. However financial, practical and design constraints do apply.

#### **2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum**

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

#### **3. Information Access - improving the delivery of information to students with disabilities**

Any students requiring additional support are clearly identified on entry to The Bulwell Academy and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

## 1. Physical Access: Audit & Plan

1 = Adequate – No action at present

2 = Review in one year

3 = Ongoing Review

4 = Immediate Action

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	X				Students' needs are met as and when required.
2	Are pathways and routes logical and well signed?	X				Internal routes are signed and logical. With exit points clearly identified.
3	Do you have emergency and evacuation procedures to alert all students?	X				Fire and lockdown drills are performed at regular intervals throughout the year, in line with current legislation.
4	Is appropriate furniture & equipment provided to meet the needs of individual students?	X				See 1 above
5	Do furniture layouts allow easy movement for students with disabilities?	X				Most furniture is free standing and can be moved to accommodate needs. Furniture that is fixed is suitable for disabled access. Some classes hold 32 students and space between desks in some of the smaller classrooms would not permit disabled / wheelchair access. Where this is a factor, timetable changes are made to accommodate all users appropriately. Height adjustable desks are available to be deployed to any room, based on the timetable at that time.
6	Are quiet rooms/calming rooms available to children who need this facility?	X				Provision for pupils that require an additional calmer and or quieter space is available in designated classrooms across the academy. This includes alternative spaces during break and lunchtimes, as well as the SEND hub area, the Year Managers' office and other breakout spaces available in the different blocks.

Item	Issue	1	2	3	4	Action Plan
7	Are car park spaces reserved for disabled people near the main entrance?	X				Disabled spaces are clearly marked in the car park.
8	Are there any barriers to easy movement around the site and to the main entrance?	X				No. Access to Lower Ground and Upper Ground floor are via direct level access, with access to the First Floor via lift.
9	Are steps needed for access to the main entrance?	X				No steps involved in building access as there is a ramp at the main entrance
10	Do all those steps have a contrasting colour edging?	X				Not applicable (see 9, above)
11	If there are steps, is a ramp provided to access the main entrance?	X				See 9 above.
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	X				If moving from the car park, there is a continuous handrail on the ramped area. There is also a continuous rail on the ramp at the main entrance.
13	Is it possible for a wheelchair user to get through the principal door unaided?	X				Outer entrance door is automatic. Inner door is also automatic. Additional assistance available from reception/admin team 7:30am – 4pm.
14	If no, is an alternative wheelchair accessible entrance provided?	X				Not applicable (see 13, above)
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X				Not applicable (see 13, above).
16	Do all internal doors allow a wheelchair user to get through unaided?	X				All doors are wheelchair friendly
17	Do all the corridors have a clear unobstructed width of 1.2m?	X				Corridors when empty have a clear unobstructed width, pupils with limited mobility are permitted to leave classes before the end of the lesson, however, may still encounter heavy corridor congestions by movement of pupils between lessons.

Item	Issue	1	2	3	4	Action Plan
18	Does each block have a wheelchair accessible toilet?	X				Yes, also including the reception area at the front of the school.
19	Does the relevant block have accessible changing rooms/shower facilities?	X				There is one completely accessible changing room facility for showering and changing in the PE corridor. In addition, there is a disabled changing room shower in the outdoor changing rooms.
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	X				All stairs internal and external have contrasting colour edging.
21	Is there a continuous handrail on each internal stair flight and landing?	X				Yes
22	Does the block have a lift that can be used by wheelchair users?	X				Yes
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state	X				Not required, access to the fire meeting point is available from all upstairs blocks
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	X				The fire risk assessment has specific evacuation procedures for wheelchair bound students and staff and this is explained to the individual by the school SENDCO.
25	Are non-visual guides used to assist people to use the buildings?			X		Would require specific risk assessments based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?	X				No issues
27	Is a hearing induction loop available (either fixed or portable) in the school?				X	Seek to install into main reception at earliest opportunity. Arrangements could be put in place to cater for statutory assessment needs.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X				Several areas have flashing lights - workshops, dining room, Sports Hall

## 2. Learning Access: Audit & Plan

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4 = Immediate Action

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognize disability issues?	X				Specific training for education staff to meet needs of pupils currently in school
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X				
3	Do all staff seek to remove all barriers to learning and participation?	X				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?			X		The Bulwell Academy is committed to a continuous development of pedagogy and practice in all areas of teaching and learning.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X				

Item	Issue	1	2	3	4	Action Plan
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X				
9	Do you provide access to appropriate technology for those with disabilities?	X				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	X				
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	X				

### 3. Information Access: Audit & Plan

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Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?			X		Information in this format would be provided in line with specific identified needs.
2	Do you have the facilities such as ICT to produce written information in different formats?	X				Including use of immersive reader in Office 365
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?			X		Is provided in line with specific identified needs. Pupils are issued with resources appropriate for their needs i.e. coloured overlays