



# Ebbsfleet Academy

## Disability and Accessibility Policy

Version	1
Policy Status	
Date of Issue	Summer 2022
Date to be Revised	Summer 2025

### Contents

Background	2
Are Disabilities Different to Special Educational Needs?	2
Ebbsfleet Academy actions to prevent discrimination	2
Outdoor Environment	3
Entrance to the academy	3
Lifts	3
Toilets	3
Off site visits	3
Learning Environment	3
Monitoring and Evaluation	4
Appendices	4

## 1. Background

Ebbsfleet Academy is an inclusive community that focuses on the wellbeing and progress of every student and where members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to believe, achieve and succeed. We strive to identify and break down possible barriers to learning so that all students can achieve their very best. Our key priority and focus is to remove the barriers to learning in order to secure good and better progress and outcomes for all students no matter what their starting point or challenges.

Ebbsfleet Academy is aware of potential discrimination as a result of:

- Less favourable treatment - Treating a disabled or prospective student less favourably than another because of his or her disability without justification may be breaking the law.
- Failing to make a 'reasonable adjustment' - Schools can also be found to have discriminated where they have failed to take 'reasonable steps' which leads to disabled students and prospective students being placed at a 'substantial disadvantage' compared to non-disabled students.
- Rights under the Law - The Equality Act 2010 defines a disabled person as: 'someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' This covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, students who are incontinent or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

## 1. Are Disabilities Different to Special Educational Needs?

A disability might give rise to a learning difficulty that calls for SEN provision to be made. The SEND framework is there to identify and meet any additional educational needs of children. The duties under the Equality Act 2010 are there to ensure that disabled students are not discriminated against. Many, but not all children who have SEN will also be defined as having a disability under the Equality Act 2010. Similarly, not all children with a disability will have special educational needs.

## 2. Ebbsfleet Academy actions to prevent discrimination

- Staff, students, parents and the Governing Body will be made aware annually of their responsibilities and rights under the EA 2010.
- The Governing Body and leadership of the academy will be responsible for ensuring the Act is implemented and reviewed regularly.
- All staff annually and new staff as part of their induction process will be made aware of their responsibilities.

- School, LA and National policies regarding the legislation will influence procedures for admissions, education and associated services and exclusions to ensure disabled children are not at a substantial disadvantage.
- The Academy will review its policies, procedures and practices to ensure that it will not discriminate against disabled students or prospective students bi-annually, with full consultation of the Governing Body.
- Procedures will be in place to ensure that should there be discrimination by staff it will be dealt with immediately.
- The Academy may be expected to adjust practice as well as/in addition to facilities. For example, this may involve a feasibility study as to whether or not a year group may need to move to a different classroom to accommodate a child's needs.

### **3. Outdoor Environment**

- The outdoor environment should allow disabled people to move around freely and safely.
- Paths and pavements will be kept free of unnecessary obstacles.
- Trees and shrubs will be kept trimmed where they are adjacent to paths.
- Designated parking spaces are provided.

### **4. Entrance to the academy**

The main entrance is accessible to all users of the building.

### **5. Lifts**

The Academy has one lift enabling wheelchair users to access rooms on the four different levels. This will be serviced regularly and well maintained.

### **6. Toilets**

The Academy has accessible toilets on all floors.

### **7. Off site visits**

Staff will complete a risk assessment to ensure accessibility of the site to be visited. Staff will be trained in the use of a wheelchair, should this be required for a visit.

### **8. Learning Environment**

Ebbsfleet Academy will increase access to the curriculum for students with a disability, expanding the

curriculum as necessary to ensure that students with and without a disability are equally prepared for life.

This covers teaching and learning and the wider curriculum of the Academy such as participation in extra-curricular clubs and activities, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

## **9. Monitoring and Evaluation**

The Principal, Gurjit Kaur Shergill, is responsible for ensuring that this plan is implemented and to ensure that it is fair and equal to all.

It is the responsibility of all staff to monitor the success of the plan by ensuring the priority areas are addressed in the classroom, particularly in regard to the provision of information and curriculum access.

The plan will be reviewed at least every three years and ratified by the Academy Council.

## **10. Appendices**

Appendix 1 : Accessibility Action Plan

Appendix 2 : Ebbsfleet Academy Physical Environment Audit

**Appendix 1: Accessibility Action Plan****Academy: The Ebbsfleet Academy****Date: Summer 2022**

Goals/targets	Action	Timeframe (and lead person)
To continue developing the leadership and management of SEND	VP to directly line manage the SENCO  Teaching Assistants to be line-managed by the SENCO	Ongoing (APL)
To continue developing staff understanding of different learning needs	SENCO to complete requisite training  Teachers to continue to receive updates and key information about individual and groups of students	Ongoing (APL)  Ongoing (APL)
To ensure that students access the support to which they are entitled in exams	Exams Officer to continue ensuring that students' access needs are met.	Ongoing (KWI)
To ensure that the curriculum meets the needs of all learners	Academic curriculum to be designed to ensure suitable challenge and support for all students  Well-structured small group intervention sessions to be provided as appropriate.	September 2022 (JEA)  Ongoing (APL)
To extend the range of support for disengaged students	Deliver on-site alternative provision where appropriate	September 2022 (APL)

Appendix 2: Accessibility Audit Checklist – Physical Environments

Academy: The Ebbsfleet Academy

Date: Summer 2022

Accessibility Audit Checklist – Physical Environments	Yes	No
1. Is there any car parking on site or in the vicinity?	Y	
2. Is there any designated parking for Disabled Parking Badge Holders?	Y	
(a) Does it comply with the standard size and layout (see Appendix A)?	Y	
(b) How far is the designated parking from the main entrance (approx.)? Should be no more than 50m	10m	
(c) What is the surface of the car park (gravel, tarmac etc)?	tarmac	
(d) Is the car park well lit?	Y	
3. Is there a bus stop in the vicinity (within 50m)?		N
4. Is the route to the main entrance clearly signed?	Y	
(a) Is the route suitable for wheelchair users?	Y	
(b) Are there dropped kerbs where necessary?	Y	
(c) Is this route suitably lit?	Y	
5. Is the main entrance level, ramped or stepped?	Level	
(a) If stepped are there handrails on both sides?	n/a	
(b) Are the nosings colour contrasted?	n/a	
(c) Is there a tactile warning strip at the top?	n/a	
(d) What is the rise of the steps?	n/a	
(e) What is the going of the steps?	n/a	
(f) How many steps in a flight?	n/a	
(g) Is there a ramp alongside the steps?	n/a	
(h) What is the gradient of the ramp?	n/a	
(i) What is the length of the ramp?	n/a	
(j) Is there a level platform at the top of the ramp	n/a	
6. Is the entrance door automatic or manual?	Manual	
7. Does at least one leaf give a minimum clear opening width of 800mm?	Y	

8. Is the door furniture at a reasonable height (1400mm from ground level and colour contrasted from the frame?)	Y	
(a) If there is a doorbell or entry system, is it at a reasonable height (1200mm from ground level)?	Y	
(b) Is the entrance mat of firm texture and flush with the floor?	Y	
(c) Is there a vision panel at wheelchair level?	Y	
9. Is at least part of the reception desk at a wheelchair accessible height?	Y	
(a) Is there a hearing induction loop or other amplifying device fitted in reception?		N
(b) Is there any seating in the waiting area?	Y	
(c) If yes, is there a mix of seats with arms and seats without arms?		N
(d) Is there space for a wheelchair user to wait?	Y	
10. Is all the ground floor accessible?	Y	
11. Is there a lift in the building?	Y	
What type of lift? <b>(Please tick)</b>		
(a) a full passenger lift?	Y	
(b) If a passenger lift does it comply with Part M (see Appendix B)	Y	
(c) a platform stair lift?	n/a	
(d) a platform lift?	n/a	
12. Is the staircase suitable for ambulant disabled people (see Appendix C)?	Y	
(a) What is the rise of each step?	150mm	
(b) What is the going of each step?		
(c) Are the nosing of each step colour contrasted	Y	
(d) How many steps in each flight?	15	
(e) Are there any intermediate landings?	Y	
(f) Are the handrails continuous on both sides?	Y	
(g) Do the handrails extend 300mm past the top and bottom steps?	Y	
13. Do all internal doors give a minimum clear opening width of 750mm?	Y	
14. Is the door furniture at a reasonable height?	Y	
(a) Is there a vision panel at a wheelchair height?	Y	
15. Are there any internal ramps in the building?		N

(a) If yes what are the gradients?	n/a	
(b) What are the lengths of the ramps?	n/a	
(c) Are handrails on the ramps	n/a	
16. Is there a wheelchair accessible WC cubicle?	Y	
(a) Does it comply with the minimum dimensions of 2000mm x 1500mm?	Y	
(b) Does it comply with the dimensions in BS 8300 2200mm x 1500mm	Y	
(c) Are the grab-rails colour contrasted from the background?	some	
(d) Are the hand washing and drying facilities within easy reach of anyone sitting on the WC?	Y	
(e) Is there an emergency pull-cord that reaches down to the floor?	Y	
17. Is there a textphone in the building?		N
18. Is there a public telephone?		N
(a) Is it at a reasonable height for wheelchair users (car or coin slot 1200mm from floor level)?	n/a	
(b) Does it have an acoustic hood?	n/a	
19. Is the main hall fitted with a hearing induction loop?		N
20. If kitchen facilities are available are they at a wheelchair accessible height?	n/a	