



**Molehill**  
**Accessibility**  
**Plan**

## **Molehill ACADEMY**

### **Accessibility Plan**

1. This Accessibility Plan has been drawn up to reflect the current position at Molehill Academy as of September 2016. It reflects the views of the students, parents, staff and governors of the Academy. The Academy is built on one level and has been designed to meet all current access and legislated requirements.

2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers 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.

3. Molehill Academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the Academy. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education.
- 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.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the Academy and relevant Academy events. The information should be made available in various preferred formats within a reasonable time frame.

4. Action Plans relating to these key aspects of accessibility have been prepared. These plans will be reviewed and adjusted on an annual basis.

5. We acknowledge that there is a need for ongoing raising awareness of disability and access, this will include training for staff and governors in the matter of disability discrimination act and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with other policies, strategies and documents relating to

- Curriculum
- Teaching and Learning
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs
- Behaviour Management
- Academy Improvement
- Asset Management
- Academy Prospectus and its ethos and vision

7. It may not be feasible to undertake all of the identified works to improve physical accessibility while the Academy is housed in the predecessor school's buildings. These will be addressed as far as possible within the existing accommodation and the new buildings have incorporated accessibility as an integral part of the works.

8. Curriculum policies will address issues of Equality and Diversity. All governors' committees will have regard to matters relating to access.

9. The Academy Prospectus and information to parents will make reference to this Accessibility Plan.

10. The Academy's complaints procedure covers the Accessibility Plan.

11. The Plan will be monitored by Head Teacher through the Business Manager and H&S committee of the governing body.

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

## DISABILITY EQUALITY SCHEME – ACTION PLAN

Action	Outcome	Responsibility	By when	Measure
<b>Development of Scheme and Implementation of Plan</b>				
Create a small working group to further analyse the school's facilities, comprising representatives of SMT, staff and governors. The workgroup is to report to Health & Safety meeting at annual intervals	Group established to implement plan	VRI/H&S committee	2016/17	Report to H&S annually
Incorporate progression of Disability Equality Scheme within School Development Plan	DES is incorporated within overall school plan	VRI/GBR	2016/17	School Development Plan
<b>Improving information gathering mechanisms.</b>				
Establish information database for disabled students and staff, with effective system for gathering data	Comprehensive database of disabled users of school's facilities	Teaching staff/Data	2016/17	Database
<b>Facilitating the involvement of disabled pupils and adults</b>				
Promotion of at least two activities on a regular basis specifically to disabled members of the community.	Increased number of disabled users of school's facilities	VRI/GBR	2016/17	Use of school's facilities by disabled users
<b>Mapping policies and practices</b>				
Positive attitudes to be promoted through a small number of posters, supported in the classroom	Enhanced student understanding of issues and concerns of disabled people	Teaching Staff	2016/17	Classroom awareness
Review of signage throughout the school	Directional signs throughout the school	Site Manager / VRI	2016/17	Plan for improved signage (including design) in place for implementation as

	easily read by visitors			budget allows
<b>Increasing access to the curriculum and other areas of the school</b>				
Molehill is a single storey building with ramped access to all locations	Audit condition of ramp regularly	VRI/Site Manager	2016/17	A recent audit has highlighted some areas of repair
Access to classrooms	Access to classrooms are all on one level	VRI	2016/17	Disabled access in place
Access to playgrounds	Continued monitoring of playgrounds ongoing	VRI/Site Manager	2016/17	Report any damaged or uneven surfaces
<b>Improving Facilities for Disabled Staff</b>				
Access for staff is reviewed regularly	Staff access to all is	VRI/GBR	2016/17	Access to and in the school is DDA compliant

Review  
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2016

Date of next review September 2017