



PolyMAT

Accessibility Policy and Plan

Reviewed: January 2025

Approved : January 2025

Due for renewal: January 2028

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the equality act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

PolyMAT is committed to making reasonable adjustments to ensure employees with disabilities or physical or mental health conditions are not substantially disadvantaged when carrying out their jobs.

Schools Aims:

At PolyMAT we are committed to establishing equality for all pupils, their parents, staff and other users of the school. In drawing up this Accessibility Plan the Trust set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This policy ensures that as a Trust we:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

According to the act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local Academy Committees proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for future needs.

In accordance with the Act the plan focusses on three "key areas":

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information we provide should be available in various preferred formats within a reasonable time frame.

This Accessibility Plan should be read in conjunction with the PolyMAT SEND policy, Equal Opportunities policy and Complaints Procedures.

Trust partnerships that support the implementation of this plan:

PolyMAT has close working relationships with its feeder schools through transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The PolyMAT SEND policy ensures that staff identify, assess and arrange suitable provision of pupils with special educational needs and / or disability. Working alongside professionals including the local authority and educational psychologists, the Inclusion Lead/SENDCO in each school ensures that additional resources, including staffing, are allocated where appropriate through additional high needs funding.

It is the responsibility of the whole PolyMAT community to implement this scheme in a manner which promotes the inclusive ethos of our Trust.

PolyMAT Accessibility Plan 2025-2028

Priority	Lead people	Strategy/Action	Resources	Time	Success criteria
Increase access to the curriculum for pupils with a disability	Teaching & learning team SENDCO & inclusion leads	Information for teachers and teaching assistants on differentiation and personalising the curriculum including the identification of vulnerable groups. Tailoring of resources to support access to the curriculum where appropriate Curriculum progress is tracked for all pupils, including those with a disability	All staff Staff meeting/external training/bespoke TA training Data systems Lesson observations and learning walks	On-going	Increased access to the curriculum for all. Needs of all learners met within reasonable adjustments. Lesson observations and PP data show that all children make progress within lessons and over time.
Improve and maintain access to the physical environment	Premises team	Environment is adapted to meet the needs of pupils as much as possible including ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities. Rooms and timetables are modified where required to support students and staff with disabilities.	Premises team, asset management plan, timetable, resource allocation as required	On-going	All pupils and staff are able to access lessons, meetings, social aspects of school life and other events
Improve and maintain the delivery of information to	School Business Managers, SLT	Use a range of communication methods to make sure information is	All staff Additional resources as required	Depending on need	All pupils, parents and staff able to access school communications

<p>pupils, parents and visitors with a disability</p>		<p>accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where appropriate • Pictorial or symbolic representations • Provision of technical aids where needed • Written, audio and visual communication 			
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Individual school audits for each PolyMAT school are detailed below.

3. Bannockburn school ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
Corridor access	All corridors are suitable for disability access. Daily inspections to ensure areas are clear.	Already achieved	Premises Manager	N/A
Lifts	Lift available at Manorway site to support students with SEN and disability. High St. site has access to ground and lower ground floors only	1 lift available. Lift subject to an annual maintenance contract	Premises Manager	N/A
Parking Bays	1 disabled parking bay marked out at High St. site, Manorway has multiple parking available. Accessible and situated close to entrance	Parking bays already marked out in the school carpark	N/A	N/A
Entrances	Entrances to school wide to accommodate wheelchair users with controlled automatic access	Already achieved	N/A	N/A

Toilets	Disabled toilets available on all accessible floors.	Already achieved	N/A	N/A
Emergency escape routes	Refuge points identified. Fire Evacuation plan incorporates SEN awareness	EVAC chairs annually serviced and staff trained at Manorway site. Staff trained at High street site.	Premises Manager responsible for Evac chair service and fire risk assessments	N/A

3. WPSfB ACCESS AUDIT				
FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
Corridor access	Corridors wide to accommodate SEN. Floors and corridors kept clear of clutter	Already achieved	Premises Manager	N/A
Lifts	Lifts available to support students and staff with a disability	Lifts available in the English and the Humanities block. Lifts subject to an annual maintenance contract	Premises Manager	N/A
Parking Bays	3 disabled parking bays marked out on site, accessible and situated close to entrance	An additional disabled parking bay has been added in the front carpark	N/A	N/A
Entrances	Entrances to school wide to accommodate wheelchair users with controlled automatic access	Already achieved	N/A	N/A
Ramps	Ramps in school are regularly maintained.	Already achieved	N/A	N/A
Toilets	Toilets wheelchair accessible on ground floor close to Learning Support.	Already achieved	N/A	N/A

Emergency escape routes	Refuge points identified. Fire Evacuation plan incorporates SEN awareness	Staff made aware how to assist in event of emergency. EVAC chairs on site and staff have been trained how to use them. (Training is on-going)	Assistant Head Teacher with responsibility for Health & Safety. External trainers	On-going
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3. WPSfG ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
Corridor access	Corridors wide to accommodate SEN. Floors and corridors kept clear of clutter	Already achieved	Premises Manager	N/A
Lifts	Lifts available to support students with SEN and disability	1 lift available. Lift subject to an annual maintenance contract	Premises Manager	N/A
Parking Bays	4 disabled parking bays marked out on site, accessible and situated close to entrance	Parking bays already marked out in the school carpark	N/A	N/A
Entrances	Entrances to school wide to accommodate wheelchair users with controlled automatic access	Already achieved	N/A	N/A
Toilets	Disabled toilets available on all floors.	Already achieved	N/A	N/A

Emergency escape routes	Refuge points identified. Fire Evacuation plan incorporates SEN awareness	Staff made aware how to assist in event of emergency. EVAC chairs are on site and staff have been trained how to use them. (Training is on-going)	Assistant Head Teacher with responsibility for Health & Safety. External trainers	On-going
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