



GREENWOOD ACADEMIES TRUST

**Accessibility Plan for**  
**Skegness Infant**  
**Academy**

Reviewed  
23.10.2025

## Introduction

*Improving the physical environment of academies to enable those with disabilities to take better advantage of education, benefits, facilities and services provided*

1. This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust Board, pupils, parents, staff and Advisory Councillors of the Academy and covers the period from March 2017 – March 2020.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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. The Greenwood Academies Trust (GAT) plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
  - a. Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
  - b. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled pupils in accessing the curriculum.
  - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include hand-outs, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three (3) years.
5. We acknowledge that there is a need for on-going awareness raising and training for staff, Trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
  - SEN and Disability Policy
  - Admissions Policy
  - Pupil Behaviour and Exclusions Policy
  - Every Child Matters
  - Organisation of Pupil Learning
  - Education Brief
  - Academy Improvement Plans
  - Academy Brochures
  - Asset Management Plan

7. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health and Safety Team. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three year plan period in order to inform the development of the new Plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.
9. The Academy Brochure will make reference to this Accessibility Plan.
10. The Academy's Complaints Procedure covers the Accessibility Plan.
11. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
12. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT F&GP.
13. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

## **Resources**

Building Bulletin 102: Designing for disabled children and children with special educational needs.

Building Bulletin 103: Area guidelines for Mainstream Schools

Approved Document M

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/540330/BR\\_PDF\\_AD\\_M1\\_2015\\_with\\_2016\\_amendments\\_V3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf)

Gov.Uk Fire Safety Risk Assessment- Escape for Disabled People

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/422202/9446\\_Means\\_of\\_Escape\\_v2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Means_of_Escape_v2_.pdf)

LABC Building Regulations in Practice - Accessible Toilets by David Spooner  
<http://www.gedling.gov.uk/media/documents/planningbuildingcontrol/LABCAccessible%20Toilet%20Diagram%20and%20Advice.pdf>

## Action summary

No	Issue	Legislation	Action	Responsible Person	Completion date
1.	Adjustable height desks and workbenches are not available for use by those with limited mobility,	Equality Act	Recommend purchasing height adjustable furniture as and when required	EP/HoS	As and when required.
2.	Temporary ramp on exit into playground.	The Workplace (Health, Safety and Welfare) Regulations	Recommend installed a permanent ramp as and when funding allows.	Site Manager	31/03/22
3.	A specialist hygiene room is available with an accessible shower and space for assistants to change a pupil.	Building Bulletin 77 & 102	Other items such as a mobile hoist would need to be purchased as and when required.	EP/HoS	As and when required.
4.	Accessible toilets should be fitted with a paddle flush level on the open side so that a user would be able to flush using a hand, an elbow, or any other part of the body.	Equality Act	Replace the flush levers in the hygiene room and in the accessible toilet by the dining room for paddle levers and ensure they are located on the open side.	Site Manager	31/03/22
5.	There are three accessible toilets however none are suitable for the pupil age range.	Building Bulletin 77	It is recommended that provision is made for an accessible toilet suitable for the age range. The most effective solution may be to alter one of the existing rooms. The requirements for KS1 (early years 7) are detailed below: <ul style="list-style-type: none"> <li>• WC with seat height between 300-350mm.</li> <li>• Grab rail height to 100-150mm above the seat height and 300-350mm from the centre of the seat.</li> </ul>	EP/HoS	As and when required.

No	Issue	Legislation	Action	Responsible Person	Completion date
			<ul style="list-style-type: none"><li>• Basin fixed at 500mm above floor level.</li><li>• All vertical grab rails at 800mm centres above floor (assuming 600mm grab rail) and at 400-450 centres from the basin</li></ul>		

## **Physical Accessibility**

## Mobility Impairment



### Circulation routes

Someone who does not use a walking aid can manage to walk along a passage way less than 700mm wide, but just using a walking stick requires greater width than this; a minimum of 750mm. A person who uses two sticks or crutches, or a walking frame needs a minimum of 900mm, a wheelchair user and an ambulant person side-by-side need 1500mm width.

There is level access into the academy from the front of the building. Car park surface is even with no holes. Joints between surfaces and pavers are not more than 5mm wide. Inspection chamber covers and service inspection chambers are flush with the surface. Pedestrian gates or entrances onto the grounds have a min clear opening width of 850mm. The counter at the reception is not suitable for wheelchair user, however once admitted there is a suitable height table used for signing in.

Ramps installed are of gradient up to 1:5 - not more than 10m long

- Has a clear width of 900mm
- Has a top and bottom landing
- Has kerb/ edging min100mm high
- Handrails set at 900-1000mm height

### STEPS AND STAIRS

Steps are uniform with a step of between 150-170mm and a going of 250-425mm and have a minimum width of 900mm

Every flight has a suitable handrail to both sides. Handrails are:

- continuous across flights and landings
- easy to grip, and should provide good forearm support for those unable to grip, coated where necessary to ensure they are not cold to the touch,
- extend a minimum 300mm beyond the top and bottom step and have closed ends.

### COMMUNAL ENTRANCE AND RECEPTION AREAS

Door has a minimum width of 775mm

Threshold is accessible (does not impede wheelchair access)

Reception lobby is wide enough to accommodate a wheelchair and companion.

### Classrooms

Classrooms with a final exit have a wide door with a ramp for ease of exit in an emergency.

Access routes around the classroom

Emergency escape from some classrooms is suitable for wheelchair users

## Accessible WCs

There are three accessible toilets; one is incorporated into the hygiene room (1), one near the dining room (2) and one in the Early Years block (3). WC in hygiene room is suitable for adult use whilst the other two are of suitable height for KS2 children (normal adult height)

There is sufficient manoeuvring space outside and within all WCs for a wheelchair to turn around.

The ceiling pull switch is located so that it can be operated from the toilet and from an adjacent floor area, the switch has two G pulls, one set at a height between 800 - 1000mm and the other set 100mm above floor level.

## Hygiene room

A specialist hygiene room is available with an accessible shower and space for assistants to change a pupil.

## Visual Impairment

### LIGHTING AND CONTRAST

Lighting is suitable and sufficient

Light sources do not create unnecessary shadows (shadows can create optical illusions)

Glare is avoided from shiny or glossy surfaces

Light levels through different rooms and levels are equal

Walls, floors and doorways are of contrasting colours.

Colour scheme is simple and number of colours used is limited



### CIRCULATION ROUTES

A blind person using a long cane or with an assistance dog needs a walkway measuring at least 1100mm. A visually impaired person who is being guided needs a width of at least 1200mm.

Highlighted nosings are provided each step's tread and riser, to help visually impaired people identify the location of the steps, these should be 55mm wide on both the tread and riser

Handrails are easily distinguishable from the background through the use of good visual contrast and have features to prevent guide dogs from walking under the rails, but with sufficient openings between vertical members to ensure that children and wheelchair users can see, and be seen, through the railings.

Unobstructed height above a pedestrian way is also important, especially for visually impaired people. There is a minimum overhead clearance of 2300mm except doorways which are of a standard height

## Hearing Impairment



Visual alarms such as beacons are mounted at a minimum height of 2.1m from floor level, in a position that is likely to attract attention

Visual alarms (beacons) are in use in where those with hearing impairment might be alone, such as accessible toilets, and where the background noise might exceed 90 dB(A) or where hearing protection is likely to be used for example in music rooms and D&T rooms

## Curriculum Access

Objective	Activity	Person responsible	Timescale	Success criteria
Improve the visibility of people with protected characteristics. Ensure positive images permeate the curriculum.	Represented in whole school assemblies – through artists. Represented through English texts and reading books. Evident in learning environments and on displays around the Academy.	HoS/EP	Ongoing but to be audited annually.	Pupils are able to talk about people with disabilities and their achievements. There are many examples of people with disabilities represented around the Academy. Audit of texts/reading books evidences the opportunities for children to read about and learn about people with protected characteristics.
Further improve access to alternative methods of recording for pupils with identified additional needs where appropriate	Ensure use of laptops, IT specific programs, use of an adult to scribe, other methods to record learning.	Curriculum Lead/SENCo	Ongoing but to be audited annually.	Range of recording methods evident. Pupils can discuss different programmes/ways their record their learning.
Continue to develop CPD offer to ensure all staff are knowledgeable about how to support pupils with disabilities/ additional needs to access the curriculum.	SEND CPD to feature in every term and to be based on needs/context of the Academy.	HoS/EP/SENCo	New approach to be implemented by Dec 2025.	CPD plan evidences range of training for staff relating to additional needs and disabilities.
Ensure that classrooms and lessons are organised/ adapted to meet the needs of those children with additional	Ensure access to practical resources to support pupils. Ensure lessons are adapted so that all pupils	SENCo	Ongoing but to be audited annually.	Audit and monitoring activities demonstrate that staff are adapting lessons and approaches. Classrooms are organised

needs or disabilities.	can access learning, including PE lessons. Ensure pupils have the opportunity to work in different ways – partners, groups, individually. Ensure staff make reasonable adjustments based on pupil's needs (extra processing time, own desk space, safe space)			to support pupils with additional needs.
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## Access to Information

<b>Objective</b>	<b>Activity</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Success criteria</b>
Improve access to all written information for students with communication difficulties e.g. those with ASD, pupils with speech and language difficulties.	Ensure that widget is used to improve accessibility for pupils.	SENCo	Ongoing	Widget is being used routinely in all classrooms.
Improve access to all written information for pupils and parent/carers with additional needs.	Ensure that information for parents is reviewed to ensure that jargon/education specific acronyms are not used. Ensure that it is written to facilitate parents/carers' understanding. Ensure that written information is available electronically and in paper-form.	HoS/EP	Ongoing	Parents are knowledgeable about school events, processes, news items.
Improved staff knowledge of how to ensure accessibility for both pupils and parent/carers.	CPD plan to improve knowledge of staff.	HoS/EP/SENCo	Ongoing	CPD plan details ongoing programme to improve staff knowledge.