

ACCESS STATEMENT

Statement of Practice



Lees Brook
Academy

Document owner:	Mrs H Davies
Date reviewed:	July 2023
Date to be reviewed:	July 2024

Approach, Parking and Drop off

Most pupils arriving on foot will arrive via the main entrance off Morley Road. A gently curving pedestrian path follows the slope of the site directly to the main entrance plaza and the main entrance to the school. This route also leads to the sports building, the entrance to which is at a lower level and is reached by either a gently sloping ramp or a set of steps at the north-west of the site.

The main entrance at the front of the building allows pupils to congregate away from traffic, before entering the school. Pupils line up on the MUGA before school starts. The main entrance and reception/general office fronts on to this.

Pedestrians can also use the second entrance off Morley Road which has a new footpath that links to the start of the pedestrian spine (boulevard) at the front of the retained post-16 Skills Academy

Lees Brook Academy is located just over a mile away from Chaddesden Park and three miles from Derby City Centre. The generous site is found in a residential area and shares a boundary with arable land and the Oakwood residential estate. There is a single vehicular access points from Morley Road. The school underwent a large scale refurbishment programme in 2014 which included the construction of the Main teaching block and the refurbishment of the sports hall.

Lees Brook Academy prides itself on being a safe, friendly and welcoming school where expectations and standards are high. Every member of staff makes every effort to help their young people to find, celebrate and develop their unique talents and skills. Their goal is that for every Lees Brook student to live out its values of Learn, Believe, Achieve and to transform their own lives as well as those of those around them.

Lees Brook Academy is committed to providing a fully accessible environment which values and include all students, 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 cultural awareness, tolerance and inclusion.

Definition of disability (Equality Act 2010)

- In the act, a person has a disability if:
- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purpose of the Act, these words have the following meaning:
- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.
- People who had a disability in the past who meet this definition are also protected by the Equality Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer, multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

The Local Authority has a duty to monitor the academy's activity under the Equality Act 2010, in particular Schedule 10 regarding Accessibility) and as a result will advise upon the compliance with that duty.

Lees Brook Academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the academy. The Accessibility Plan contains 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 learning.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are able-bodied students; (if an academy fails to do this they are in breach of the Equality Act).
- This covers teaching and learning and the wider curriculum of the academy such as participation in enrichment activities and school 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 handouts, academy literature, timetables, textbooks, and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame. The academy will promote positive images of disability through all aspects of its work.

Actions Plans are provided which relate to the three key aspects of accessibility (physical access, curriculum access, access to information). These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues relating to accessibility and to provide training for all staff and academy advisory board members (governors) to the matter of disability discrimination and inclusion.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documentation:

- [ALT Accessibility Policy](#)

- [ALT Equality and Diversity Policy](#)
- [ALT Health, Safety & Security Policy](#)
- [ALT Inclusion & Disability Policy](#)
- [ALT Safeguarding Policy](#)
- [ALT Supporting Students with Medical Conditions Policy](#)
- [LBA Behaviour Statement of Practice](#)
- [LBA Curriculum Statement of Practice](#)
- [LBA Safeguarding Statement of Practice](#)

The Accessibility Plan will be published on the Academy website. The Academy's complaints procedure covers the Accessibility Plan.

Vision and Values

Lees Brook Academy aims to ensure equality of opportunity for all its students and staff and it follows that disabled students or prospective students, are not treated less favourably than other students or prospective students, for reasons relating to their disability.

This needs to be read in conjunction with the academy's SEN Policy.

Information from Student data and academy audit

The latest information regarding the number of students with SEND for the academy can be found in the SEN Information Report on the Academy's website.

Views on those consulted during the development of the plan

The views of all agencies, students and their parents/carers will be sought through the regular meetings held as part of the support given by the academy.

The main priorities in the Academy's plan

We take advice on support needed for students with disabilities and work with professionals to ensure they have the necessary support to fully include them in the life of the academy.

With our rolling programme of curriculum policy review and academy improvement, we aim to ensure that policies that relate to disability are discussed, reviewed and challenged so that outcomes continue to improve.

Increasing the extent to which disabled students can participate in the academy curriculum

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
 - Where necessary, support will be given by the Learning Support Faculty, led by the SENCO.
- The academy facilitates services from a range of agencies for all students and their families.

Improving the physical environment of the academy to increase the extent to which disabled students can take advantage of learning and associated services

- The academy's classrooms are all on the ground floor or accessible by lift.
- Any new facilities will be built with disabled students in mind, ensuring access for all including discussions around improved access, lighting, acoustic treatment, sun glare and colour schemes.
- The academy has suitable disabled toilet facilities for students and for the use of disabled visitors using extended school services.
- The academy has disabled shower facilities.
- Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable formats for disabled students and their families, including electronic adaptations.

Lees Brook Academy Disability Access Plan 2021– 2024

Implementation and monitoring

Lees Brook Academy's Accessibility Plan will be reviewed annually in respect of progress and outcomes, and a report will be presented at the Autumn Term Academy Advisory Board meeting. After each review there will follow a new projected plan for the next three year period.

An annual accessibility site walk-through undertaken by staff, AAB members and site team will audit the provision to maintain a safe and accessible environment. Should any issues arise from this audit, then a plan of actions will be drawn up, including time frames, and added to the Accessibility Plan. The most recent audit can be found at the end of this plan.

It is suggested that the Academy development and improvement plan (SIP) contains targets linked to any Accessibility Plan, to encourage allocation of staffing and budget resources to support further improvements to accessibility.

Physical Access

This aspect focuses on access to the physical environment of the academy and physical aids to access education.

The physical environment of the academy includes potential barriers such as entrances and exits, steps, stairs, kerbs, interior and exterior surfaces, parking areas, toilets.

Physical aids to access education include ramps, lifts, handrails, induction loops etc

The academy expects to provide physical aids to education within a reasonable timeframe.

However, it may not be feasible to undertake certain works required for full access to the academy's site and buildings during the life of this Accessibility Plan, and therefore certain items may have to roll forward into subsequent plans.

The boulevard links the new school and the three retained buildings along the southern edge of a new hard surfaced netball and basketball courts. The level difference between the two is utilised as south-facing terraced seating steps providing a variety of sedentary and active social spaces at the heart of the campus.

Access to the sports block facilities is from the south of the boulevard. The main vehicular and pedestrian access off Morley Road has been widened to allow coaches and refuse lorries to enter and exit the site in a forward direction by means of a new on-site turning circle. Beyond the turning circle is a one-way system for vehicles to exit out of the western gate.

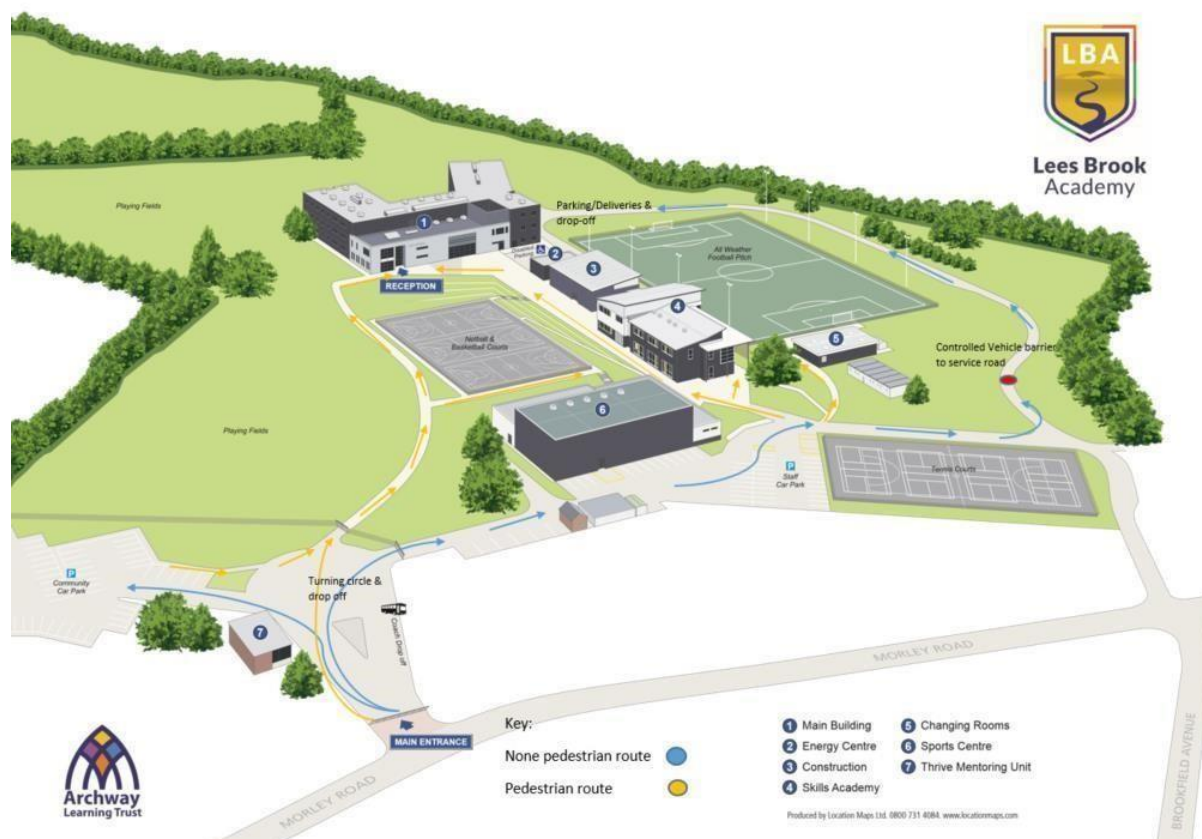
A service road runs around the southern edge of the existing MUGA and serves a delivery area between the new school and the existing Construction Centre in the south-east corner of the site. Vehicle access to this road is controlled by an automated barrier from the main administration office in the new school. The service area serves deliveries and refuse collections to the new school, the existing Post-16 Skills Academy and the Construction Centre as well as DDA parking for the site.

A total of 121 car parking spaces are provided by remodelling the existing parking areas on the northern part of the site, with a further six disabled spaces provided immediately adjacent to the main building and sports building.

Three allocated disabled bays are located less than 50m (44m) to the new main building entrance and three allocated disabled bays are located less than 50m (28m) to the new sports building entrance. Should these disabled bays be fully allocated to specific staff or students in the future, there is adequate space to increase the number of disabled parking bays in both locations to maintain a certain number for visitor use.

The school has a number of car parking and drop-off areas to meet the needs of school and for community use. An on-site coach drop off and turning area is provided near the entrance from Morley Road and two clearly marked level pedestrian routes lead from the car park and drop-off to the new main building entrance.

In addition a 'delivery and drop off' route, controlled by a remotely operated barrier with intercom connection to reception, allows permitted traffic to approach closer to the main reception. Delivery, service vehicles, cars and taxis which need to drop off, or disabled individuals who need to park as close as possible to the main entrance, contact reception for access via an intercom at the barrier. There is signage explaining this at the barrier and also signage directing such vehicles to this location from the site entrance. This information is also available on the school website.



Approach, Parking and Drop off

Most pupils arriving on foot will arrive via the main entrance off Morley Road. A gently curving pedestrian path follows the slope of the site directly to the main entrance and the main entrance to the school. This route also leads to the new sports building, the entrance to which is at a lower level and is reached by either a gently sloping ramp or a set of steps at the north-west of the site.

The main entrance plaza at the front of the building allows pupils to congregate away from traffic, before entering the school. The main entrance and reception/general office fronts on to this plaza. The behaviour support centre (SEN) has a separate entrance located on the north-east perimeter of the building (for privacy and security) and is accessed from a path accessed from the main entrance concourse.

Entrances

The main school entrance and reception is clearly visible across the site and reinforced by clear signage identifying pedestrian routes from the site entrance and car parks to the main entrance door.

At the beginning and end of the school day students are permitted to enter the school building by way of a number of other entrances in order to minimise congestion but the main entrance remains as visitor access all day. Visitors have a single, visible and safe, entrance to the building

The use of directional coloured hard landscaping signifies the hierarchy of spaces around the main entrance.

The entrance to the Sports Building is annotated by wall mounted signage on the south elevation creating a secondary entrance plaza with the Post-16 building

All new external doors have level thresholds.

Reception

The reception area is clearly visible on the left on entry to the building within the secure entrance lobby and the design of the reception area conforms to the guidance in Approved Document part M.

Horizontal and Vertical Circulation

Horizontal circulation on each of the three floors is simple and legible to aid orientation without the need for excessive signage. Main corridors have a width of 2.7m which narrows down to 2.2m on upper floors adjacent to the light wells. Some short lengths of corridor have a width of 1.5m and a single short length of staff corridor has a width of 1.1m.

A single large 8 person lift is provided to serve all three floors located adjacent to the main entrance. This lift is fitted with access control to ensure it is used only by those who need it and will meet the guidance in Approved Document M for visible and audible information, heights of controls etc. The entrance to the lift is just off the main circulation route so that a clear 1500mm turning unobstructed wheelchair turning space is provided in front of the doors.

Stair treads (risers and goings) comply with Part M for use by mobility impaired students and staff. Handrails are between 900mm and 1100mm from the stairs and 1100mm on landings.

Emergency Evacuation

Refuge spaces (1400mm x 900mm) are provided within each enclosed staircase clearly identified by appropriate fire safety signage. A two-way communication system is provided as recommended by BB100 to enable someone using this refuge to alert someone of their presence and be assured that rescue is on its way. These refuges provide relatively safe waiting areas for short periods of time. A strategy for evacuating disabled persons, by use of an 'Evac-chair', has been prepared by the school management.

Toilet Provision

Wheelchair accessible unisex toilets are available in two locations on every floor, no more than 40m apart, with alternating right and left hand transfer on different floors. All doors are outward opening.

Ambulant WC cubicles, are installed with the recommended support rails, and are also provided in all the WC cores ablutions.

Acoustics

The buildings comply with Building Bulletin 93 (BB93) and supports the inclusion of hearing impaired students within mainstream education. The term SEN now includes a number of additional conditions including hearing impairment, autism, and English as a second language. Under the draft revision to BB93, all SEN spaces should be treated as spaces with more onerous requirements than would typically be applied to mainstream classrooms. The SEN spaces within the buildings of Lees Brook Academy are designed to this level

Visual Requirements

Visual Requirements Colour and contrast, the avoidance of glare, and manifestation to glazing comply with the guidance in Approved Document part M for all surface finishes, ironmongery and FF&E.

Fixed Furniture & Equipment (FF&E) Layouts and Provision

The FF&E provides flexibility by maximising loose furniture (legacy) wherever possible to allow users to easily reconfigure their environment to accommodate changing needs.

The FF&E solution meets or betters the minimum guidelines defined in Part M of The Building Regulations and British Standards 8300:2009. Circulation areas and teaching spaces allow wheelchair users independent access to all of the facilities in each space. New height-adjustable tables are provided within each department across the school, supplementary to the legacy FF&E where necessary. Height adjustable sinks and dual-height accessible reception desks are provided throughout.

The dining area allows for wheelchair users to sit in a number of different locations. The detailed design of the servery area (by the catering consultant) ensures that a wheelchair user can safely transfer their food from the servery to their table.

The sports building design includes an integrated accessible shower cubicle for each male and female changing area and a unisex shower and changing facility. In addition a number of private shower and changing cubicles are provided to provide privacy for individuals who require or prefer it.

All layouts of fittings, furniture and equipment allow for a 300mm clearance to the leading edge of all new doors to accommodate wheelchair access.

Curriculum Access

This aspect covers a range of measures which ensure that Teaching and Learning across the academy are accessible to all.

Measures include classroom organisation and support, appropriate deployment of teaching and support staff, appropriate curriculum offer, appropriate timetabling options.

The wider curriculum of the academy is also covered. This will include Enrichment activities, any clubs and activities offered in unstructured times (such as break, lunch, after-school), offsite visits and school trips.

This aspect also covers staff information and training, and also the provision of specialist or auxiliary aids / equipment which will assist students in accessing the curriculum.

Lees Brook Academy is committed to full curriculum access for all students, regardless of their educational, physical, sensory, social, emotional, spiritual, faith or cultural needs.

Actions	Success Criteria	Time
Audit Learning Support students in Autumn Term to assess if differentiated resources available to them.	Student voice researched and used to lead staff training	Autumn 2023
Provide regular training on meeting the needs of all learners (Teachers' Standards 5: Adapt Teaching to respond to the strengths and needs of all pupils): <ul style="list-style-type: none">• INSET• All departments show how the requirements of Teachers' Standards 5 are built into Schemes of Work• Focus on how subject staff and TAs can liaise to ensure the best outcomes for all learners.	All teachers can fully meet the needs of all students with regard to accessing the curriculum. Improved attainment and progress for SEND students. All staff have had regular access to training to meet the needs of all learners.	Ongoing
Alternative curriculum – additional pathway/entry level learning prioritised for specific students.	Individualised curriculum developed and valued in school to ensure appropriate curriculum for students with significant learning needs is offered.	Ongoing

Actions	Success Criteria	Time
Ensure that identified students have access to assistive technologies e.g. laptops, iPads, specialist software, reader pens so they are not disadvantaged in learning and in assignments, tests and exams.	Improved access to individual learning for specific students with writing, processing or communication needs	Ongoing
Academy to hold testing for coloured overlays and access for all students to use them in lessons where needed.	Improved access to the curriculum for learners with dyslexia and dyslexic traits.	Ongoing
<p>Ensure equal access for disabled students to academy enrichment, visits and extracurricular activities:</p> <ul style="list-style-type: none"> • Risk assessment and planning of trips/activities to include accessibility references. • Funding available from academy central funding so that additional staff can support disabled students on visits. 	Students with disabilities are able to participate equally in out of school activities.	Ongoing
Portable induction loop system needed to ensure that all areas used for assemblies and meetings are equipped.	All Hearing impaired students and also hearing impaired visitors can access all school events.	Autumn 2023

Access to information

The academy has a duty to improve the delivery of written information which goes out to any students and their families, staff, or visitors with disabilities. Examples of this information include timetables, textbooks, handouts and worksheets, information about the academy and academy events. If requested, information should be made available within a reasonable timeframe in the preferred format of the person(s) making the request. This might be, for example, in a different font, font size, colour of paper, or electronic delivery.

Actions	Success criteria	Time
Ensure that parents and carers of disabled students / parents and carers with disabilities have access to a variety of means of information from the academy including letters, text messages, emails, app based communications.	All parents/carers receive important school information on a regular basis. Increased involvement in academy life.	Autumn 2023
Availability of written material in alternative formats including large print.	Delivery of information to parents/carers improved for adults with visual impairments.	Autumn 2023
Ensure there is braille information available for people with visual impairments.	Delivery of information to parents/carers improved for adults with visual impairments.	Autumn 2023
Ensure there is an audio version of the most important information.	Delivery of information to parents/carers improved for adults with hearing impairments.	Autumn 2023