



**Accessibility Statement
& Three Year Accessibility Plan
May 2022 - May 2025**

**42 – 44 Harmer Street
Gravesend
Kent
DA12 2AX**

Statement:	Accessibility plan
This statement was approved:	March 2017
This statement was updated on	May 2022
This statement will be reviewed:	May 2025

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Executive Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Pierview Academy is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Pierview Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Pierview Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognize the need to continue raising awareness for staff and Executive Board on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Executive Board' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Executive Board.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved D.Cowell

Date 26/5/2022

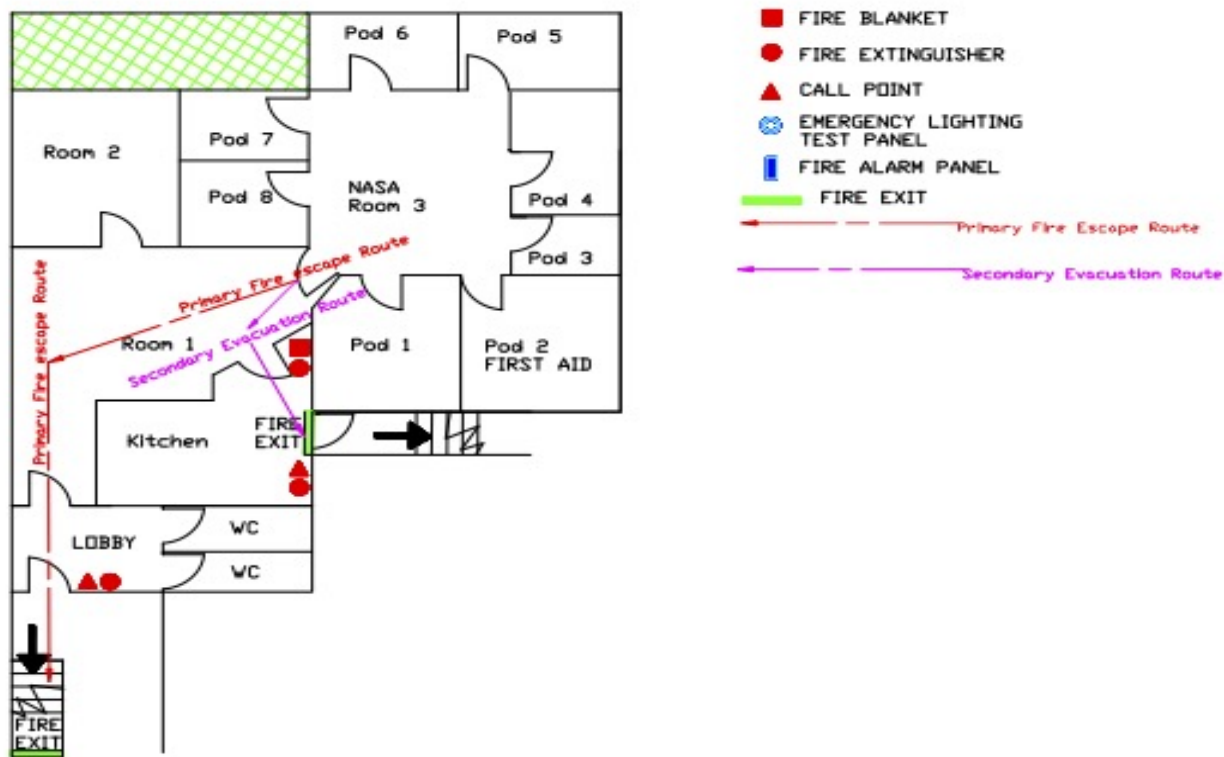
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

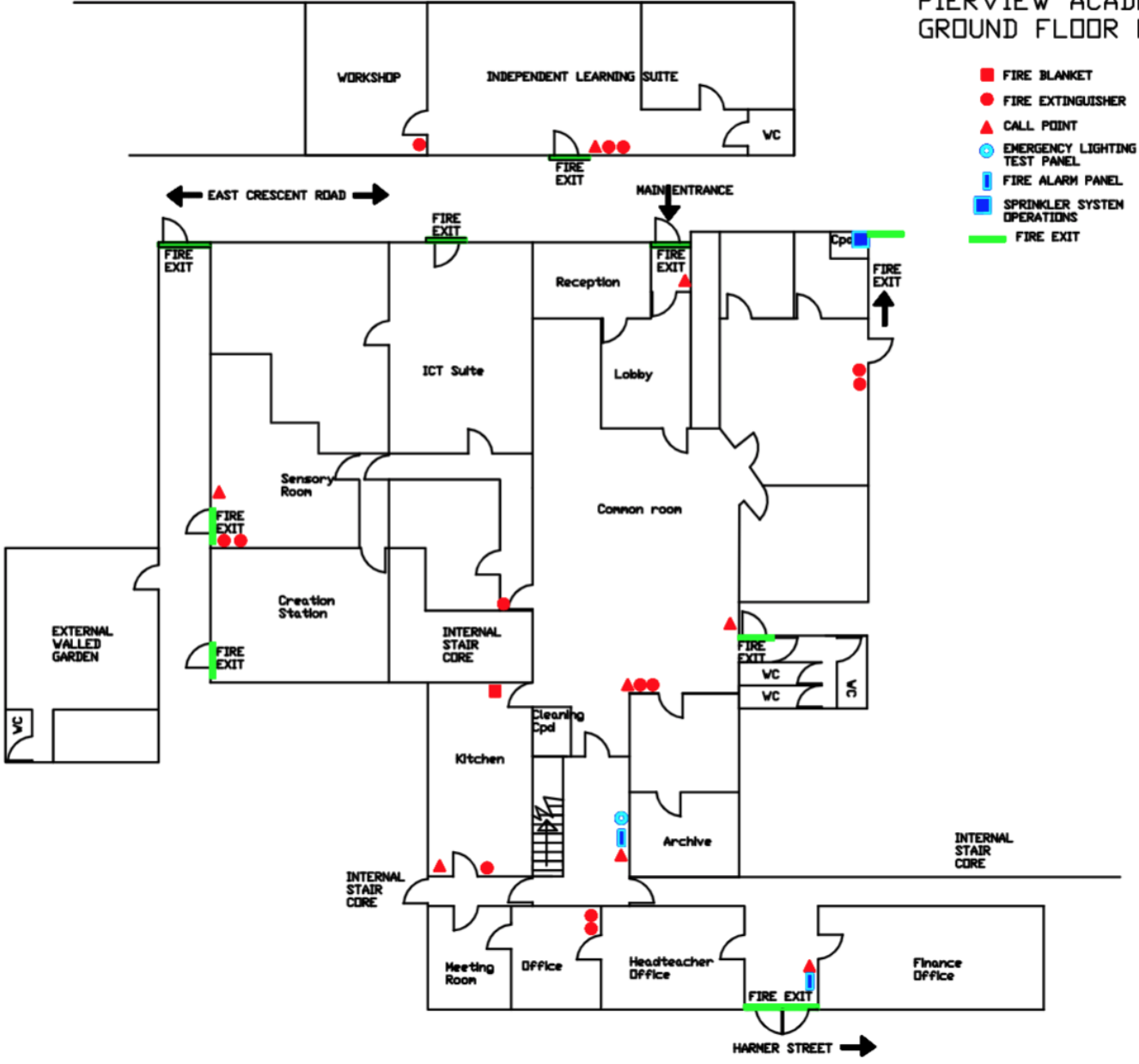
- **The School Management Committee**
- **Headteacher**
- **Premises Manager**
- **Operations Manager**
- **Assistant Head Teachers**

Plans of the school buildings showing areas of accessibility are shown below

PIERVIEW ACADEMY FIRST FLOOR PLAN



PIERVIEW ACADEMY GROUND FLOOR PLAN



- FIRE BLANKET
- FIRE EXTINGUISHER
- ▲ CALL POINT
- EMERGENCY LIGHTING TEST PANEL
- FIRE ALARM PANEL
- SPRINKLER SYSTEM OPERATIONS
- FIRE EXIT

Pierview Academy Accessibility Plan

Current situation	Proposed improvement	Timing
<p>Pierview Academy is not currently adapted for students and staff with physical disabilities.</p> <ul style="list-style-type: none"> ● When a student with physical disabilities is referred to the school, the costing for the placement will include funds for adapting the building in line with 1 to 6 and 8 to 11. ● If a candidate with disabilities is accepted for a post, a risk assessment will be carried out to determine what adaptations are needed to enable them to work at the school. 	<p>The following proposals – 1 to 8 will be implemented over the indicated period.</p>	<p>These timings will be accelerated if a student with these disabilities is referred to the school or a candidate with these disabilities is employed by the school so as to not delay admission or employment unnecessarily.</p>
<p>1. Both staircases allowing access from ground floor to first floor of the building are unsuitable for students, visitors and employees who use wheelchairs or who are unable or unwilling to walk up the stairs.</p>	<p>The first floor only presents a small area of facilities for the school and nothing on the first floor would currently be deemed essential for all users. As such a wheelchair user may only need to access the ground floor. However, if it was deemed necessary the following options may be considered:</p>	<p>August 2019</p> <p>August 2019</p>

	<p>a) Installation of stair lift to the first and second floors of the building.</p> <p>b) Installation of stair rail on staircase.</p>	
2. Toilets in the building are unsuitable for staff and students who use wheelchairs or who have limited mobility.	Adaptation of one of the toilets on the first floor as a disabled toilet. POtentially the toilet in the Vocational Suite to be a disabled facility	January 2024 oe when required
3. Main door to the building cannot be opened very easily by students and staff in wheelchairs.	<p>Installation of automatically opening door – operated by a push pad beside the door would be ideal.</p> <p>As a temporary solution a VOIP door control is being installed which will alert the receptionist to assist</p>	July 2022
4. Warning notices and other signs around the school cannot be always seen clearly by staff and students with visual disabilities.	<p>Use of large, bold letters on signs and braille signs if required .</p> <p>Illuminated signs</p>	<p>September 2022</p> <p>Most have been replaced</p>
5. Those who struggle with physical access may find it difficult to escape the building without aid in the event of a fire.	Purchase of an Evacuchair to enable evacuation of disabled students down the stairs.	September 2023 or when required
6. Students and staff with hearing disabilities do not know when there is a fire emergency	<p>a) Tutor to have access to visual signs to indicate an evacuation</p> <p>b) Close supervision from staff and suitable PEEPs in place</p>	September 2022

<p>7. The school poorly accommodates for students, visitors, staff, parents who have babies who need to be in school for meetings .</p>	<p>Provision of facilities to care for babies such as changing facilities. Ensure our visitor guide indicates the need to provide own facilities Ensure a room is accessible for changing to take place</p>	<p>September 2022</p>
<p>8. The school online prospectus cannot be read by students who have visual impairments.</p>	<p>The school will consider providing: a) Large/bold print on request b) Braille on request c) Spoken/audio in the form of a virtual tour of the school</p>	<p>June 2021 June 2021 December 2022</p>
<p>9. The curriculum material cannot be read by students who have visual impairments.</p>	<p>The curriculum material including work sheets, work books and text books will be provided in the following formats: a) Large/bold print on request b) Braille on request c) Spoken/audio</p> <p>Installation of SMART boards to assist those with poor vision</p>	<p>June 2022 June 2022</p> <p>May 2022</p>
<p>10. Students with hearing impairments may struggle to access group and one to one lessons.</p>	<p>Training of two members of staff in British sign language to act as signers both during the group lessons and in one to one sessions. If required</p> <p>This training will be cascaded to all staff in the school.</p>	<p>When required</p>

	Provision of induction loops and supporting transmission equipment for use with hearing aids that can be switched to	
11. Students with physical disabilities cannot access parts of the PE curriculum on offer the school, namely: team games, in the leisure centre or park.	<p>Provision of an adapted wheelchair suitable for use in team games if required</p> <p>Training of staff and students to include students in games.</p> <p>Partnership work with Cascades Leisure centre to ensure access arrangements</p>	<p>When required</p> <p>September 2019</p> <p>May 2022</p>