



Three Towers

An Alternative Provision Academy

Expanding Horizons

Accessibility Strategy & Plan

2024 – 2027

Adopted: September 2024

Reported: Annually

Reviewed: August 2027 (Every 3 years as per statutory guidance)

1 Introduction

TTAPA provides education which responds to the differing needs of the diverse and ever-changing cohort of learners who would otherwise be attending mainstream/special schools. As an alternative provision (AP) academy we cater for learners who may:

- be at risk of permanent exclusion from school;
- have been withdrawn from school to avoid permanent exclusion;
- have been permanently excluded from school;
- have been out of education for a substantial period of time and therefore need intensive work to ensure they can access learning;
- be pregnant schoolgirls and school-age mothers (parents);
- be unable to attend school for medical reasons identified by a medical professional;
- be anxious and vulnerable including those with emerging personality disorders, severe anxiety and depression as well as other mental health needs;
- be school refusers, school phobics and young carers;
- have moved into the area (mid-year admissions) who are unable to find a school place because of lack of places in local schools;
- be children who, because of entering public care or moving placement, require a change of school place and are unable to gain access to a school place;
- be asylum seekers and refugees who have no school place;
- be awaiting assessment of learning difficulties and/or disabilities;
- have education health care plans (EHCP) whose placements are not yet agreed.

The main barriers to achievement for most of our learners are a range of emotional and social difficulties and a variety of mental health issues (SEMH). We have a higher-than-average percentage of learners who have a designated social worker; are supported through a Child in Need (CiN) or Child Protection (CP) Plan; who are children looked after by the local authority (children looked after or CLA) and previously looked after children (pCLA).

The majority of learners who attend on site lessons struggle with social, emotional and mental health difficulties (SEMH), many are diagnosed with ASC, ADHD, ADD and ODD and a very small number have physical disabilities. Learners with more complex health needs access more bespoke provision determined by their state of “wellness”.

As a school we are committed to:

- providing equality of education and opportunity for all learners, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background;
- fostering an atmosphere of mutual respect between all members of our school community in which all people are valued individuals with equal rights; we tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here;
- providing a culture of inclusion and diversity in which all those connected to the

school feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community is an integral part of our ethos;

- providing an environment that enables full curriculum access that values and includes all learners, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs;
- 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 our settings;
- having positive expectations of behaviour and performance for every individual we work with. Learners have personalised learning plans; academic expectations are high and related to learner's abilities and learners take appropriate external examinations;
- believing that every learner should make good progress from their starting point academically, socially and emotionally.

All staff are “teacher” of every learner modelling the expectations and aspirations of the provision. All our learners deserve quality first teaching. The achievement of learners will be monitored by race, gender and disability and we will use this data to support learners, raise standards and ensure inclusive teaching.

1.1 Ethos

Together with the Rowan Learning Trust (RLT) we are committed to providing a first-class education which meets the needs of individual learners and prepares them for life beyond school by removing barriers to participation and achievement.

Our vision is to be a safe, caring, happy and nurturing community where:

- everyone can learn through supportive interaction, experience and success;
- emphasis is placed upon personal development, learning and fulfilling the potential that exists in each one of us;
- each learner is supported holistically;
- each learner receive provision that is tailored to meet their individual academic and social-emotional needs, giving them the skills they need to improve their life chances;
- learners take responsibility for their lives, their learning and their decisions;
- working in partnership with stakeholders is a high priority;
- the concerns of parents/carers are listened to and acted upon where possible so that the needs of their children are effectively met.

Our aim is for each and every member of our community to gain an understanding of their inherent value and the value of others and to enable them to go on to become independent people ready and able to meet the challenges of the 21st Century. By putting the interests of the learners at the core of all that we do we aim to:

- foster high expectations, aspirations and a ‘can do’ approach in all members of our community;

- provide a nurturing, restorative and structured learning environment where everyone can feel safe, secure, and valued;
- develop all learner's academic potential and emotional literacy by meeting their individual needs;
- identify and change aspects of behaviour that are contributory to difficulties experienced in school;
- support learners to make good progress in all aspects of learning enabling them to move on in their learning journey either returning to mainstream school; transferring to specialist provision or accessing post-16 opportunities and the world of work;
- provide opportunities for learners to gain appropriate qualifications for future pathways;
- support mainstream schools in the development and delivery of effective strategies to support positive behaviour;
- develop learners' resilience, integrity, self-esteem, self-confidence and citizenship in a climate of mutual respect and tolerance;
- provide learning opportunities that are fun where we are able to laugh and enjoy each other's sense of humour.

We value each other as unique members of our school community. We show this through:

- Creativity – being curious about the world and developing independent thinking skills;
- Integrity – being truthful, reliable, trustworthy, and sincere;
- Kindness – to ourselves and each other;
- Leadership - leading by example and modelling the behaviours we wish to see in others;
- Resilience – many things in life are not easy but we do not give up or give in;
- Respect – for ourselves, for each other, our family & friends, our community and the environment;
- Responsibility – taking responsibility for our own learning, our behaviour and our future;
- Tolerance – learning to accept others often allows us to become accepted in return.

2 Aims

Schools are required under the Equality Act 2010 schools should have an Accessibility Plan. The purpose of the plan is to:

- **increase the extent to which disabled learners can participate in the curriculum, expanding the curriculum as necessary to ensure that learners with a disability are as equally prepared for life as are the able-bodied learners. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these learners in accessing the curriculum within a reasonable timeframe;**
- **improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided, 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 availability of accessible information to disabled learners (and their parents/carers); examples might include hand-outs, timetables, textbooks and information about the school; the information should be made available in various preferred formats within a reasonable timeframe.*

We have included a range of stakeholders in the development of this plan including learners, parents/carers, staff and governors. The plan will be made available online on our website (www.ttapa.net) and paper copies are available on request.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

3 Legislation & Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if:

- they have a physical or mental impairment;
- the impairment has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are covered by the legislation for the rest of their lives.

Under the purposes of the Act and [Special Educational Needs and Disability \(SEND\) Code of Practice](#):

- ‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least ‘a year or more’ (there are special rules covering recurring or fluctuating conditions);
- ‘substantial’ is defined as ‘more than minor or trivial’.
- ‘normal day-to-day activities@ includes everyday things like eating, washing, walking and going shopping.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Learners with disabilities have additional/special educational needs; however not all learners with SEN meet the definition for disability.

Our accessibility strategy covers all these learners.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan complies with our funding agreement and articles of association.

4 Accessibility Strategy

Our plan anticipates the need to make reasonable adjustments to accommodate needs where practicable and contains relevant and timely actions to provide the best opportunities for all stakeholders.

4.1 Curriculum Access: Learning, Teaching & Assessment

Our aim as far as possible is that learners with disabilities should have access to the full curriculum followed by their peers differentiated to meet their personalized needs.

4.1.1 Access to the curriculum is a key issue for consideration when referrals are being considered, when transition into / within / out of TTAPA occurs or when a disability develops. Advice and support is sought from appropriate external partners / agencies when required and can be provided in a variety of formats.

4.1.2 In structuring the timetable reasonable sympathetic consideration is given to individual learners' needs. We assess the learners need for support and exam access arrangements for both internal and external assessments/examinations.

4.1.3 ICT facilities which may help to overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs, which includes software to support learners with dyslexia or reading difficulties.

4.1.4 As an alternative provision academy, there will be a wide range of out of school opportunities including outdoor education; offsite visits; and vocational placements at KS4. We will endeavour to ensure all learners can participate fully in these activities and that they are offered consistent with the limitations imposed by any disability. The suitability of any activity / event and the need for additional support will be fully discussed with the parent / carer in advance should an assessment indicate, it would be helpful.

4.1.5 We also promote accessibility with all other partners that we work with, accessing additional support and input when we can.

4.2 Access to the physical environment

In structuring the timetable reasonable sympathetic consideration is given to individual needs of the learner or staff. Where possible furniture, seating arrangements and the classroom(s) used can be altered to facilitate access and learning.

4.2.1 Evacuation Procedures are adapted as far as possible to meet specific needs of an individual with a disability whether learner or member of staff. Such procedures will be discussed with the learner and parents/carers and noted in the learner's provision map and SEND file; for colleagues the information is recorded in their HR file.

Individuals with additional needs / disabilities who may find emergency evacuation difficult will have a Personal Emergency Evacuation Plan (PEEP) drawn up outlining any additional support that is in place.

4.3 Information to learners, staff, parents and visitors with disabilities

Information that is usually provided by TTAPA in written form can also be provided in large print; on specific coloured paper and/or with coloured ink.

For those with difficulty accessing information normally provided in writing then TTAPA will happily consider alternative formats.

5 Training

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

6 Monitoring & Evaluation

The Accessibility Plan will be reviewed by the headteacher 3 years but may be reviewed and updated more frequently if necessary.

It will then be approved by the Local governing committee before being published on the school website and it may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

7 Links to other policies

This policy should be read alongside:

- *Equality Information and Objectives;*
- *Health & Safety Policy*
- *Premises Management Policy;*
- *Provider Access Policy Statement*
- *SEND information report;*
- *SEND Policy;*
- *Supporting Learners with Medical Conditions Policy*

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 (Article 1) and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

03 (Best interests of the child)	23 (Children with a disability)
06 (Life, survival & development)	28 (Right to education)
12 (Respect the views of the child)	29 (Goals of education)
13 (Freedom of expression)	31 (Leisure, play & cultures)
16 (Right to privacy)	

Appendix 1: Ongoing

As our cohort is continuously changing to **increase the extent to which disabled learners can participate in the curriculum**, we:

- continue to make reasonable adjustments for learners with disabilities providing a differentiated curriculum when required;
- continue to provide differentiated work in lessons;
- ensure staff are appropriately trained to meet the individual needs;
- promote the use of ICT to enable improved access when appropriate/required;
- respond as situations arise – assessing and problem-solving to find workable solutions.

To maintain a safe, secure and welcoming learning environment and **improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided** for all we:

- continue to refresh and refurbish classrooms including classroom furniture to give greater flexibility and adaptability of learning spaces;
- improve ICT provision for onsite and offsite learners including expanding the wireless network for ease of use;
- maintain a rigorous premises management routine to ensure areas are safe and fit for purpose;
- monitor high traffic areas and circulation spaces to ensure they do not become obstructed.

We take great care to ensure that information is provided in the most accessible way and reflects stakeholders preferred means of communication. To further **improve the availability of accessible information to disabled learners (and their parents/carers)** we:

- provide differentiated worksheets as required;
- provide written information with dyslexia friendly fonts using coloured paper or overlays as requires; use large print; provide magnifying sheets;
- share best practice through regular discussions, monitoring and reviews e.g. whole school dyslexia focussed staff meetings;
- use ICT resources to adapt information.

Appendix 2: Accessibility Plan

A Increase the extent to which disabled learners can participate in the curriculum					
	Aim	Actions	Success Criteria	Timescale	Who
A1	Continue / build on admission and induction processes ensuring full information is shared during the referral process	<p>Defer / refuse acceptance of referrals that are incomplete (insufficient information) or not on the official referral form</p> <p>Liaise with LA and/or schools re the referral, handover meetings and induction/transition process</p>	Information is shared to ensure learners are placed appropriately in order for their needs to be met.	Ongoing	LA HT RLT CEO
A2	Induct and integrate learners who have transferred mid-term following PEX or to prevent a PEX	<p>Continue with pre-start visits for those referred with parents/carers</p> <ul style="list-style-type: none"> ➤ Pre-induction meetings with parents/carers and relevant external agencies ➤ Planned induction process to meet the needs of the learner and maximise the likelihood of a successful placement ➤ Regular review meetings 	Successful placement at TTAPA	Ongoing	Heads of House CLT
A3	Improve awareness of individual learners needs and make curriculum adjustments ensure fair access for all	<p>Assess the individual needs of all learners when planning lessons adjusting resources accordingly e.g. text size, paper colour, writing equipment, classroom position</p> <p>Ensure all staff have access to data about individual learner needs to ensure they are able to plan/deliver to meet those needs, including at least 48 hrs prior to learners joining the class for the first time</p>	<p>All learners fully access the curriculum provided</p> <p>Informed conversations as appropriate with parents/carers</p>	As required to respond to learner needs	All staff

A4	Improve awareness and skills of relevant staff on specific disabilities and/or medical needs	<p>Provide training as required e.g. Epipen training, diabetes</p> <p>Promote further training on specific disabilities as required e.g. Autism, Dyslexia, ADD, ADHD, Tourette's</p> <p>TTAPA train staff to administer medication to those learners whose education would be disrupted if it was not available in the school</p>	Learners able to access activities	As required to respond to learner needs	Pastoral staff SENDCo
A5	Ensure teaching & learning methods and/or the learning environment support learners with particular needs	<p>Promote an ethos of acceptance, inclusion and understanding.</p> <p>Demonstrate patience and support.</p> <p>Continue to involve parents/carers and/or external agencies for advice and/or training regarding particular needs, use of aids and adaptations and for consistency of approach.</p> <p><u>Speech impairment</u>: Specific programme as required through liaison with Speech & Language Therapy (SaLT)</p> <p><u>Hearing impairment</u>: Quiet classrooms, learner facing the teacher, use of hearing loops, TA support as required</p> <p><u>Visual impairment</u>: Learner faces the board/teacher, glasses worn if prescribed, modified print, magnifiers used, liaise with Sensory Learning Support to access/produce Braille resources.</p> <p><u>Mobility Issues</u> including wheelchair use; Support in PE and outdoor ed, modified classroom</p>	<p>Learners are able to access all activities</p> <p>Progress confirmed by observation and formal assessment</p>	As required in response to learner need	All staff for each learner as relevant SENDCo

		<p>environment, corridors and paths clear of hazards and unobstructed, ramps if required, early exit from class</p> <p><u>Diagnosed medical conditions</u> e.g. asthma, allergies, diabetes and epilepsy: accessibility of medication administered by suitable trained staff, awareness of staff when planning activities particularly in PE, Art, Science and Cooking.</p> <p><u>SEMH difficulties</u>: layout of classroom, time out, clear behavioural expectations (NB Relevant to all TTAPA learners)</p>			
A6	Offsite activities and placements are accessible to all learners	<p>Individual learner needs are considered when planning offsite activities and/or placements.</p> <p>Pre-preparation meetings with parents/carers to make all necessary additional arrangements e.g. transport, knowledge of local area, amount of walking required, parent to accompany learner</p> <p>Brief any AP provider, vocational/work experience placements and any other partners about the needs of the individual learner and support them to make necessary reasonable adjustments as required.</p>	All learners able to participate fully in visits / placements / activities undertaken by their peers and have full access to the curriculum	As required in response to learner need	<p>All staff</p> <p>SENDCo</p> <p>CLT & Heads of House</p>
A7	Continue to offer a broad, balanced accessible curriculum that meets the needs of learners in order for them to make progress	<p>Learners' needs are assessed on entry through a robust baseline process so that learning and any targets set are appropriate to the individual's needs</p> <p>Staff are trained to adapt teaching and resources so that the curriculum is accessible for learners</p>	All learners have access to an appropriate broad, balanced curriculum with an appropriate level of challenge.	Ongoing in response to learner need	All staff

		<p>Curriculum resources include examples of people with disabilities</p> <p>Progress is tracked for all learners including those with disabilities</p> <p>Curriculum maps and schemes of learning are reviewed regularly as the needs of the cohort as well as individual learners change</p> <p>A variety of methods are used to record progress and to assess learners' knowledge, understanding and skills</p>	All learners make progress relative to their starting points		
B Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided					
	Aim	Actions	Success Criteria	Timescale	Who
B1	<p>To be aware of the access needs of all learners and their parent / carers</p> <p>Ensure all staff are aware of access issues for individual learners and support is in place.</p>	<p>Gather data around access needs for a learner and the parent / carer on induction.</p> <p>Create individual plans for learners and/or parents/carers as required and incorporate into Provision Maps in ClassCharts</p>	<p>Individual relevant and current information is collected and shared.</p> <p>All staff have an overview of the needs of the learner</p>	During pre-start meeting	<p>CLT</p> <p>Heads of House</p> <p>Pastoral Staff</p>
B2	To be aware of the access needs of all staff	<p>Gather data around access needs through the application for to ensure a fair recruitment process.</p> <p>Gather further information for successful candidates to ensure reasonable adjusts can be made prior to employment starting.</p>	Individual relevant and current information is collected and shared.	During recruitment and induction process.	Director of Operations

		Gather relevant information from existing staff as needs change/arise.		During back to work meetings	
B3	To ensure accessibility is maintained for all	Site checks are carried out in line with the premises management procedures. Any issues identified within the checks are responded to in a timely manner, and that if immediate actions cannot be taken then an alternative is provided as a temporary measure.	Attendance maintained. Lack of complaints / concerns regarding access on arrival from learners, staff and other visitors / site users	On-going as per premises management procedures.	Site staff & Director of Operations
B4	To maintain safe site access for all	Regular checks on exterior lighting to ensure it is all working	Everyone feels safe and can access the sites safely	On-going as per premises management procedures.	Site staff & Director of Operations
B5	To ensure that TTAPA passes its annual Fire Safety Audit including training for staff being up to date; regular equipment checks (including emergency lighting) and any defective equipment is replaced.	Staff receive fire awareness training every 3 years Identified fire wardens receive regular training and are aware of their duties			
B6	To ensure that the buildings remain fully accessible and compliant with the Equality Act	Monitor current provision and respond to concerns as they are raised. Ensure that any building or maintenance works maintain and enhance full compliance with the Equality Act in relation to access e.g. ramps, visual	The buildings are fully accessible and easily travelled by all site users.	As works are undertaken	HT Director of Operations Premises Manager

		alarms, colour selections when decorating, tactile signage if required etc Furniture and equipment selected, adjusted and located appropriately			
B7	Annually review all areas of both sites in order to ensure there are no physical barriers to access for current and prospective users with disabilities.	Make any necessary reasonable adjustments as required Make sure pathways around the sites are safe and well signed/lit	Access to all areas is maintained Increased autonomy/independence for disabled site users	Summer holidays	Premises Manager
C Improve the availability of accessible information to disabled learners (and their parents/carers)					
	Aim	Actions	Success Criteria	Timescale	Who
C1	To ensure the website is compliant	All statutory documents are published on the website. Annual website audit undertaken by the Trust. Termly website updates conducted by HT.	Complaint website.	Annually Termly	RLT HT
C2	To improve awareness of alternative formats for sharing information	Use a variety of formats for communication including texts and email. Ensure parents / carers are aware that we can provide information/communication in a variety of formats including large text, via phone calls and meetings to meet needs. Collect parent / carer communication preferences during induction meetings	All parents / carers are aware of alternatives available and how they can be accessed. All parent / carers are well-informed and involved in the education of their child.	Ongoing	Pastoral Managers Office staff

		<p>Termly data collection to ensure up to date parental contacts are maintained</p> <p>Check that correspondence sent home is accessible in relation to literacy levels, language etc</p> <p>Liaise with LA Sensory Services to provide audiotape or Braille versions if required</p>			
C3	To provide written materials in alternative forms when required or requested	<p>Ensure information is presented in a user-friendly way e.g. use of font style & size; use of staff to support reading; use of ICT</p>	All parties able to fully access information	Ongoing	All staff
C4	To ensure that information in all SEND reviews is accessible to all parties	<p>Provide a choice of formats for learners and their parents / carers to express their views on the reviews.</p> <p>Ensure SEND information report is available on the website.</p>	All parties have choices about how they are communicated with and how they provide their points of view.	Ongoing	SENDCo
C5	To ensure that learners needs are met through "Access Arrangements" in planning examinations.	<p>Assessors (KCr and DO'B) to test learners and provide information on access arrangements.</p> <p>Access arrangements are in place to meet learners' needs e.g. additional time, modified papers, readers/scribes, appropriate environment.</p> <p>Ensure SENDCo and Exams Officer arranges testing in good time and puts in place any requirements in line with JCQ guidance</p>	<p>Improvements in learner outcomes.</p> <p>Exam board and JCQ requirements are met</p>	Annually as required	<p>SENDCo</p> <p>Operations Manager</p>

Appendix 3: Access Audit – Hindley

The Hindley Campus is housed in Leyland Park House – a former Victorian school built in the mid-1800s with later additions in the early 1900s. The building was used as a grammar school, a mainstream high school and later a special school before being used as a training based for educational professionals in Wigan. In 2013 Three Towers relocated its secondary provision into the building. Wigan Council’s Music Service also uses part of the building.

Feature	Description	Actions to be taken	When?	Who?
No. of storeys	<p>Multiple – essentially the accommodation is housed over 2 storeys with the ground floor being flat. However, the second story has a number of different levels due to the additions to the building over the past 150 years.</p> <p>Handrails have been installed where there are more than 2 steps between levels on the upper floor. Step edges are indicated with tips contrasting to the colour of the main flooring.</p>	<p>Maintain the flooring and handrails.</p> <p>Maintain the buildings and roof in line with the Premises Management Policy.</p>	Regular intervals in line with Premises Management Policy	Premises Manager
Parking bays	Parking bays to the rear and side of the academy building. The ones to the rear are shared with the Music Service. There are 2 specific parking bays on the rear/ main car park for disabled visitors or staff.	Allocate parking spaces as requested in advance	As required	Site staff
Entrances (and emergency escape routes)	<p>There are 3 main entrances to the part of the building occupied by TTAPA: the visitor reception at the side (blue door); the learner entrance at the rear (white door) and the staff entrance (green door) at the rear. There is ramp access to each of these and they are well lit.</p> <p>There are also 3 doors which are exits through the staff room (ramp access); dining room (ramp access); Sports Hall (ramp access). There is further exit (old entrance) to the front of the building for staff only. This has several concrete steps and handrails on either side.</p>	<p>The steps down from the old entrance do cause issues for wheelchair users or those with limited mobility which is why the new visitor entrance was created in Summer 2020</p> <p>Maintain clear entrances clear of obstruction and slip hazards.</p>	Ongoing	Site staff

	There are rear doors into/out of the Music Service part of the building which have ramps or are flat onto the rear (main) car park.			
Ramps (and emergency escape routes)	There are ramps to most entrance points to the building, including all those from the rear of the building where the main car park is. Plus 3 entrance points on the side of the building, after the doorway from the dining area.	Maintain clear entrances clear of obstruction and slip hazards.	Review need/priority on regular basis	Site staff
Reception Area	Reception area for visitors is light and accessible; there is a separate waiting area off reception.	Maintain welcoming nature of reception	Regular checks	Director of Operations
Internal signage	Signage re safeguarding in place. Adequate signage to indicate particular classrooms, dining area etc. Fire/emergency exits marked.	Consider additional signage as required	Regular checks	Premises Manager Director of Operations
Corridor Access	Most classrooms, offices and toilets are accessed off the 2 main corridors.	Maintain clear corridors to maintain accessibility	Daily checks	All staff
Toilets	There is an accessible toilet for those with a disability of the main atrium area on the ground floor. This is available to staff, learners and visitors. There is also an accessible toilet for those with a disability on the ground floor in the area used by the Music Service, with an agreement in place that TTAPA staff may also use this toilet.	Consider access to toilet for staff or visitors with a disability which is not also accessible to pupils.	As funds are available (space would be a factor)	HT Director of Operations
Lighting	A new LED lighting system was installed across the whole building in 2019 and the lux levels meet the required standard. Extensive emergency lighting was installed in 2014	Maintain current lighting Annual checks in line with Premises Management Policy	Regular checks	Premises Manager

Appendix 4: Access Audit – Whelley

The building was built when The Disability Discrimination Act 1995 and 2005 (DDA) were the relevant standards at the time of construction.

The DDA 2005 requirement is to ensure that the physical features of the premises overcome physical barriers to access. Physical features are defined in the DDA2005 as “anything on the premises arising from a buildings design or construction or the approach to exit from or access to such a building”.

The DDA requirements were considered and installed by providing the following:

- single storey building;
- designated car park disability spaces, dropped kerbs throughout the site;
- automatic entrance/exit doors to the main reception which allow for wheelchair access;
- accessible toilet with showering facilities;
- internal doors and corridor spaces meet DDA requirements;
- contrast colour throughout the building;
- lighting throughout the building conforms to the correct Lux Levels for each area;
- the building meets the performance standard for acoustics of school buildings.