

## 1 GREAT ACADEMIES STATEMENT OF INTENT

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

## 2 OUR AIMS

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Trust as a Multi Academy Trust ensures that each of its academies are inclusive academies which focus upon the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## 3 OBJECTIVES

The plan will be made available online on the school website.

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

The school supports any available partnerships to develop and implement the plan.

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#### 4 IMPLEMENTATION GUIDANCE

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken <i>State short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	Improve support for staff in planning a differentiated curriculum to include <ul style="list-style-type: none"> <li>• Full LM and progress review meetings</li> <li>• In 2019 a full curriculum review</li> <li>• Teaching and learning training (including Quality First Teaching and specific CPD package around SEND)</li> </ul>	Principal SLT Assessment and Inclusion Leaders		
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Further develop curriculum model to improve independence and resilience. <ul style="list-style-type: none"> <li>• As part of 2018-19 options review, review pathways for students not following the “P8” model</li> <li>• Continue to pursue use of college placements for pupils with SEND/additional needs.</li> <li>• Ensure the link between curriculum, assessment and T&amp;L is embedded and facilitates equitable progress</li> </ul>	Principal SLT Inclusion Leader & SENCO GIST, Assessment Lead		

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	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	<ul style="list-style-type: none"> <li>• Ensure the planning for progress and LM systems review QA of resources</li> <li>• Develop differentiated resource material for use across the curriculum.</li> <li>• Ensure the use of specific aids such as coloured overlays, coloured paper, ICT devices, bespoke physical equipment, is routinely understood and implemented appropriately.</li> </ul>	HoDs with SENCo support		
	<i>Some curriculum resources include examples of people with disabilities</i>	<ul style="list-style-type: none"> <li>• Review curriculum resources to establish the extent of positive examples of people with disabilities and supplement as appropriate.</li> <li>• Consider designation of a member of staff with the brief to raise the profile of equality and diversity within the curriculum.</li> </ul>	HoDs  Principal		
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	<p>Academy assessment and progress systems secure review of progress for all groups at every collection point</p> <ul style="list-style-type: none"> <li>• SENCo tracks progress for this group at every point and reports through LM on this as well as liaising with</li> </ul>	Principal  Principal SENCO APs Data/Assessment		

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		<p>HoDs to accelerate the progress of this group</p> <ul style="list-style-type: none"> <li>• AP assessment follows up on progress of groups through data meeting cycle</li> <li>• Attendance of SEN group lagged behind others in 2017-18; AP for attendance has prioritised this group for 2018-19 and the gap is narrowing – to facilitate more equitable progress</li> <li>• Access to E Block- a small environment available to all students that require this- regardless of disability.</li> </ul>	and Attendance		
	<i>Targets are set for pupils with additional needs.</i>	<p>Academy targets are set in line with national expectations and benchmarks, this includes for students with SEND/additional needs</p> <ul style="list-style-type: none"> <li>• Following SEND review, increase appropriateness of personal targets and effectiveness of target setting for pupils with SEND.</li> <li>• SENCo to ensure SEND group monitored against more frequent and specific targets for 2018-19</li> </ul>	Principal AP Data/Assessment  SENCo		
Improve and	<i>The environment is adapted to</i>	Conduct review of physical environment for	Business		

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<p>maintain access to the physical environment</p>	<p><i>the needs of pupils as required by the DDA.</i>  <i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• A lift</li> <li>• Wheelchair accessible corridors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>continued efficacy.                  Please see appendix 1 – accessibility audit</p>	<p>Manager</p> <p>SENCO/Principal</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i>  <i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations on signage</li> <li>• Regular slots for parents to access SEN advice or guidance, ask questions</li> <li>• Robust systems through parent/key MoS contact through SEND</li> </ul>	<p>Conduct review of existing provision, including website flexibility/signage to ensure access for parents, large print facility etc.</p> <p>Ensure improvements identified are sourced during 2018-19</p>	<p>Business Manager and SENCO</p> <p>SENCO/Principal</p>		

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	<i>procedures/Annual reviews</i>				
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**5 ROLES AND RESPONSIBILITIES**

**GAET**

- Requires each school to have an up-to-date accessibility plan;
- Requires the academies to comply with their legal duties in respect of pupils with Special Educational Needs and Disabilities.

**The headteacher:**

- Ensures the SENCO and other key staff such as business and facilities management staff develop and implement the accessibility plan for the school.
- Approves the accessibility plan.

**The SENCO:**

- Works with key staff such as business and facilities management staff to develop and implement the accessibility plan for the school.

**All staff:**

- Ensure they carry out any actions required under the accessibility plan.

**6 EQUALITY**

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The Great Academies Education Trust ensures that all pupils have equal access to the full range of educational opportunities provided. We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

## **7 MONITORING, EVALUATION AND REVIEW**

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

- The Trust's SEND Policy
- Schools' SEND Information Reports
- The Trust's Health and Safety policy
- The Trust's Behaviour Policy
- Equality information and objectives
- The Trust's policy for Supporting pupils with medical conditions

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

**Date** January 2019

**Date for next review** January 2021

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## 8 SOURCES CONSULTED

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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 policy complies with our funding agreement and articles of association.

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**Appendix 1 – accessibility audit**

No:	Issue	Green	Amber	Red	Actions/Notes	Cost/Notes
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes	
2	Are Pathways and routes logical and well signed?				Yes	
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes	
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes	
5	Do furniture layouts allow easy movement for students with disabilities?				Yes – review smaller classrooms 2018-19	
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes	
7	Are car park spaces reserved for disabled people near the main entrance?				Yes	
8	Are there barriers to easy movement around the site and to the main entrance?				No	
9	Are steps needed for access to the main entrance?				No	
10	Do all those steps have a contrasting colour edging?				N/A	
11	If there are steps, is a ramp provide to access the main				N/A at main entrance, there is a	

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	entrance?				ramp at student entrance	
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				N/A at main entrance, there is a rail at students entrance	
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes	
14	If no is an alternative wheelchair accessible entrance provided?				N/A	
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes	
16	Do all internal doors allow a wheelchair user to get through unaided?				No, assistance is provided for internal doors	
17	Do all corridors have a clear unobstructed width of 1.2m?				Yes	
18	Does each block have a wheelchair accessible toilet?				Yes	
19	Does the relevant block have accessible changing rooms/ shower facilities?				Yes	
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				N/A	
21	Is there a continuous handrail on each internal stair flight and landing?				Yes	
22	Do the blocks have a lift that can be used by wheelchair users?				The blocks do not have separate lifts, there are two located centrally within the school that are practical for movement	
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				Lift x 2	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Ground floor exits are accessible; from the first floor there is an alternative plan and designated points for wheelchair users to report to.	

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25	Are non-visual guides used to assist people to use the buildings?				<b>Not in place</b>	
26	Could any of the décor be confusing or disorientating for students with disabilities?					
27	Is a hearing induction loop available (either fixed or portable) in the school?				<b>Portable-training has been delivered for delivery to a student that uses it when required; we are due to update this training March 2019.</b>	
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				<b>There are flashing lights at certain points but not throughout. This would need to be reviewed for suitability for any student joining with significant hearing impairment but the current system allows for students to be alerted visually by staff</b>	

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