

Accessibility Policy and Plan

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1. Aims

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

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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also 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.

Our school's 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.

2. Legislation and 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 that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our school code is based on "Respect and Achieve". Valuing each other is at the heart of each and every interaction and in all subjects. Tolerance and appreciation of each other is taught explicitly through our curriculum ensuring that all students are enabled to access the school curriculum. On conversion to academy status, this policy will comply with our funding agreement and articles of association.

3. Action plan

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

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|---|--|--------------------|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum and include examples of people with disabilities Interventions on a withdrawal basis Access to laptops or specialist equipment | <p>To ensure all students attending a mainstream school can access our curriculum.</p> <p>To improve literacy, language or behavior.</p> <p>To ensure curriculum can be accessed and recording of work is not hindered.</p> | <p>Timetabling to be considered on entry to school</p> <p>Any EHCPS or IEPs received from school or any concerns through testing to inform any supported study in the timetable.</p> <p>Individual access to laptops be considered alongside any professional recommendations.</p> | SENDCO and SLT | September 2024 and ongoing. | Progress of students with disabilities is in line with similar peers without disability. |

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| | <ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability and targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils | To ensure outcomes are achieved for individual students. | Monitoring of student progress identifies children with SEND and suitable scrutiny is made at SLT meetings along with discussion of progress with Heads of Department level to raise with teaching staff. | | | |

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|--|---|---|---|---|--|---|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. Note this does not include lift access to three buildings but does include:</p> <ul style="list-style-type: none"> • Ramps • Handrails • Painted markings for slopes and steps • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height <p>Ensure fire evacuation procedures take account of those with a disability.</p> | <p>To ensure the environment is accessible for students (taking into account budgetary restraints as to what is reasonable to adapt).</p> <p>To ensure safety and life preservation or all students in an emergency</p> | <p>Ensure painted markings are updated.</p> <p>Review needs of individual children on application to the school and work with relevant specialist health professionals as to required adaptations.</p> <p>To review timetable access and consider whether the classes can be moved for individual lessons where ground floor access is required.</p> <p>For physical disabilities, visual or auditory needs, students will require an individual evacuation risk assessment. For other disabilities, other reasonable adjustments may need to be considered</p> | <p>School Business Manager and Premises Manager</p> <p>School Business Manager and SENDCO</p> | <p>September 2024</p> <p>On entry to school and ongoing.</p> | <p>Students can access curriculum,</p> <p>Students are evacuated safely and in a timely manner.</p> |

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| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Sharing information between professionals to ensure best practice is followed • Printed communication • Face to face • Online <p>Large print resources, Braille, Pictorial or symbolic representations can be made</p> | <p>To ensure data is shared safely to ensure that students needs are met.</p> <p>To ensure that communication to all those with a disability is timely.</p> <p>To ensure that LSAs have the correct training for the students they are supporting.</p> | <p>CS Students with identified needs placed on SEN Register. One page profile for students is shared internally.</p> <p>Any new identified needs are shared with staff who teach the child.</p> <p>LSA training through CPD programme and Performance Management</p> | SENDCO | September 2024 and ongoing | Students make progress through access to the curriculum |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team. It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Register
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy

Glebelands School Plan—Disabled Access

