

## 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.

Author:	Version:	Date Approved:	Page 1 of 7
S Gregory	V1.1	May 2018	

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

#### 4 IMPLEMENTATION GUIDANCE

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Actions to be taken</b> <i>State short, medium and long-term objectives</i>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
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>• “360 meetings”</li> <li>• Scheme of work review</li> <li>• Teaching and learning training (including Quality First Teaching)</li> </ul>	SENCO  SENCO HoDs/SLT GIST	Ongoing review as part of QI schedule with initial phase in place by Sept 2018	QI data evidences equity of offer  Outcomes for all students in line with targets
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Further develop curriculum model to improve independence and resilience. As part of 2018/19 options review, consider improvement to range of KS4 pathways. Continue to pursue use of college placements for pupils with SEND.	Principal  SENCO	Sept 2018 in the first instance with annual review  KS4 options offer in place	QI data evidences increasing student resilience and opportunities for independent learning  Appropriate progression pathways to next steps

Author:	Version:	Date Approved:	Page 2 of 7
S Gregory	V1.1	May 2018	

POLICY

				by Feb 2019	in education, work or training in place for all KS4 students
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Following SoW reviews, further develop differentiated resource material for use across the curriculum. Ensure the use of specific aids such as coloured overlays, coloured paper, ICT devices is routinely understood and implemented appropriately.	HoDs with SENCo support	Ongoing review as part of QI schedule with initial phase in place by Sept 2018	QI data evidences equity of offer
	<i>Some curriculum resources include examples of people with disabilities</i>	Review curriculum resources to establish the extent of positive examples of people with disabilities and supplement as appropriate. Consider designation of a member of staff with the brief to raise the profile of equality and diversity within the curriculum.	HoDs Principal	Ongoing review as part of QI schedule with initial phase in place by Sept 2018	Portfolio of exemplar material collated alongside student feedback/examples of work/student voice evidencing increased awareness
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	SIMS support sourced to improve pupil tracking, including for pupils with a disability. Recruit to temporary AHT (data) post. SEND processes and procedures to be strengthened to ensure focus on impact of support on pupil outcomes	Principal Principal SENCO	SIMS consultancy phase complete by July 2018 with system in place for	SIMS data collection overhauled in line with whole school assessment calendar. All student data is readily accessible and evidences clear impact

Author:	Version:	Date Approved:	Page 3 of 7
S Gregory	V1.1	May 2018	

POLICY

				Sept 2018  Assessment calendar in place for Sept 2018	of input and provision
	<i>Targets are set for pupils with additional needs.</i>	Following SEND review, increase appropriateness of targets and effectiveness of target setting for pupils with SEND.	Principal SENCO	Ongoing review as part of QI schedule with initial phase in place by Sept 2018	Students are working towards appropriately challenging and specific targets including those broader areas of social and personal development
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required by the DDA. This includes:</i> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>A lift</i></li> <li>• <i>Wheelchair accessible corridors</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible</i></li> </ul>	Investigate avenues of support for potential pupils/parents with disabilities not currently catered for by school that could be put in place with speed e.g. signer. Draw up a directory of possible support. Put plan in place for areas which could benefit from improved access for students with disabilities e.g. food technology	SENCO  SENCO/Principal	Directory of services in place for Sept 2018	All students can access a broad and balanced curriculum  All stakeholders can actively and effectively engage and communicate with school

Author:	Version:	Date Approved:	Page 4 of 7
S Gregory	V1.1	May 2018	

	<i>height</i>				
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations on signage</i></li> <li>• <i>Website facility to enlarge print, translate and read aloud content and attached documents</i></li> <li>• <i>Radio transmitters for pupils with cochlea implants</i></li> </ul>	<p>As above, Investigate avenues of support for potential pupils/parents with disabilities not currently catered for by school that could be put in place with speed e.g. signer. Draw up a directory of possible support.</p> <p>Put plan in place for areas which could benefit from improved communication delivery for students with disabilities e.g. induction loop</p>	<p>SENCO</p> <p>SENCO/Principal</p>	<p>Directory of services in place for Sept 2018</p>	<p>All students can access a broad and balanced curriculum</p> <p>All stakeholders can actively and effectively engage and communicate with school</p>

**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.

Author:	Version:	Date Approved:	Page 5 of 7
S Gregory	V1.1	May 2018	

- 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**

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.

Author:	Version:	Date Approved:	Page 6 of 7
S Gregory	V1.1	May 2018	

**Date** May 2018

**Date for next review** May 2021

## **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.

Author:	Version:	Date Approved:	Page 7 of 7
S Gregory	V1.1	May 2018	