Glapton Academy Accessibility Plan

Policy/Procedure management log

Document name	Accessibility Plan
Author	Helen Tunney
Date approved	**September 2023**
Date issued	**September 2023**
Date of review	**September 2024**

Contents

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 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

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Glapton academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

We are an inclusive school where, within an environment of mutual respect, each child's ability is recognised, valued and developed through a creative and challenging curriculum.

We are committed to working in partnership with parents/carers and the wider community to provide an inspiring, stimulating and caring environment for our children. This will enable them to take the next steps in their lives confidently and successfully when they leave our school.

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

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

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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 and under t](#)he Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

This policy complies 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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	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. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils,	**Short term** To liaise with pre-school providers to review admissions before the start of academic year	To identify pupils who may need Special Educational Needs Support Plans	LES/HO	Sept/Oct 2022	SNSP in place and early intervention targeted where needed.
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	CH HO SLT	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils

including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Spring 2024	Early Workshops Reading Phonics Spelling SATs Calculations
	To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	CH/HO	September INSET	SNSP plans & packs in place. Teachers trained and supported by regular QA
	Medium Term To review SEN provision and attainment of pupils	Analyse Data each block	HO	Half termly	Block reports indicate accelerated progress

		To promote the involvement of disabled pupils in school life	To provide resources necessary e.g. wheelchair access and changing facilities. Teach all staff simple daily use Makaton signs.	HO/CH Wider agencies	Ongoing	Physio training. Gaiter Training. Standing Chair Training. Intimate care training – all taken place. Trial standing desks For identified pupils
		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	CH/AGB		
Improve and maintain access	The environment is adapted to the needs of pupils as required.	**Short Term**		CH	July 2024	Signage in place

| to the physical environment | This includes:
• Corridor width
• Disabled parking bays
• Disabled toilets and changing facilities
• Library shelves at wheelchair-accessible height
• Door entry system | Provide accessible signage throughout school

Review library provision to ensure a balance of books at accessible height

Longer term
Fencing erected around school carpark and entry for safeguarding with full accessibility for all | Identify key areas and design signage

Balance of all books to be available at accessible height

School security to be fully in place | HK

CH/LEAD | April 2023

April 2021 | Accessible provision

Secure but accessible site established |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:
• Internal signage
• Large print resources | Internal signage to include braille and visual representations | Design and purchase signage | CH | September 2024 | Communication accessible to all |

	• Pictorial or symbolic representations (PECS) • Translation App to be researched and purchased	Modified resources to be accessed where possible. Pictorial resources used for EYFS and targeted SEND pupils Makaton signing taught to whole staff SayHi App to be investigated	System in place Add to Class Preparation Guide. Weekly signage to be taught	HO CH/SW HO CH/HO		
Improve the representation of our diverse population through our environment.		Assemblies to be planned with positive role models e.g. Para Olympians. Displays in school to reflect positive role models of protected characteristics. Resource in school to reflect positive	Each of the protected characteristics are reflected positively through either resources or displays in school in 100% of classrooms. Age Disability Ethnicity and race Gender Marriage /	CH/SLT	Check every INSET	Children understand protected characteristics positively

		role models of protected characteristics	civil partnership Pregnancy / Maternity Leave Religion & Belief Sexual identity / orientation		

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Risk assessment policy
- Health and safety policy
- RESPECT Charter
- PREVENT statement

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Upstairs landing woodwork to be replaced.	LEAD	2026
Corridor access	Y5/6 Corridor indoor access via stage	Relocate to new corridor for accessible route	CH	Sept 2023
Parking bays	2 x accessible places			
Entrances	3 entrances all accessible			
Ramps	Portable ramp available			
Toilets	Accessible toilet now upgraded in main entrance.	Accessibility to be improved via new corridor.		
Reception area	Accessible			
Internal signage	Needs Updating	New signage for new build to be actioned.	CH	July 2023
Emergency escape routes	Accessible			

Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
☐ Your accessibility plan must set out how your academy aims to: • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils	An audit could help you to identify potential barriers to access and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
☐ Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?
☐ Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
☐ Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?