



## GUILSBOROUGH MULTI ACADEMY TRUST

### School Accessibility Plan

Policy Name	School Accessibility Plan
Committee	Curriculum and Student Welfare
Owner	Vice Principal
Statutory	Yes

Date Ratified	Review Date
	February 2022

**3-year period covered by the plan: March 2019 – February 2022**

#### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, school leadership has had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favorably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Leadership and Management of the Academy Trust to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the Academy and School curriculum;
- Improving the environment of the Academy and School to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the Academy Trust's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the Academy Trust will address the priorities identified in the plan.



## **The National Context – Legislation and guidance**

We are working within a national framework for educational inclusion provided by:

- The Education Act (1993) and (1996)
- Disability Discrimination Act (1995) and the Special Education and Disability Act (2001)
- Disability Equality Duty
- Equalities Act (2010) and Section 1(8) of the Academies Act (2010)
- Meeting student learning diversity in the classroom (International Baccalaureate, 2013)
- The Children and Families Act including the **SEN and Disability Code of Practice: 0-25(2014)**
- Supporting pupils at school with medical conditions (2014)

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.

## **1. Starting points**

### **1.1 The purpose and direction of the Academy Trust's plan: vision and values**

1. We are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Academy Trust plans, over time, to increase the accessibility of provision for all students, staff and visitors to the Academy and School. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the Academy and School, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and School and physical aids to access education.



- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a School fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the Academy and School such as participation in after-school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum.
- Improve the **delivery accessibility** of **written information** to students, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the Academy and School and its events. The information should be made available in various preferred formats within a reasonable time frame.

3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Admissions Policy
- Special Educational Needs Policy / Inclusion policy / SEN Information Report
- Positive behavior for learning policy
- Academy and School Improvement Plan
- Academy and School Prospectus

**Risk assessment policy**

**Health and safety policy**

**Supporting pupils with medical conditions policy**

6. The Action Plan for physical accessibility relates to the Access Audits of the Academy and School, which are undertaken regularly by the Northampton County Council health, safety and wellbeing advisor in relation to students entering the Academy and School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The report will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

7. **As curriculum policies are reviewed, a section relating to access will be added.** The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

8. The Academy and School websites will make reference to this Accessibility Plan **and paper copies are available on request?**



9. The Academy and School complaints procedure covers the Accessibility Plan.
10. The Plan will be monitored through members of the Governing body

## **1.2 Information gathering**

The collection of information is crucial to supporting the Academy Trust in making decisions about what actions would best improve opportunities and outcomes for disabled students, staff and parents/carers. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled students, staff, parents/carers and other users of the Academy and School is key to the development of the plan.

## **1.3 Involvement of disabled students, staff, parents/carers and other users of the Academy and School.**

The Academy Trust will consider and plan to involve disabled students, staff, parents/carers and other users. The Academy Trust will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled students, staff, parents/carers and other users of the Academies will be used to set priorities.

## **2. The main priorities in the Academy Trust's plan**

### **2.1 Setting priorities**

The priorities for the action plan will be set in the light of:

- an examination of the information that the Academy and School has gathered; and
- the messages that the Academy and School has heard from the disabled students, staff and parents/carers who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled students, staff and parents/carers.

### **2.2 Increasing the extent to which disabled students can participate in the Academy and School's curriculum**

The following priority actions are to be introduced to increase student's participation in the curriculum: -

- Review of current curriculum and establish inclusivity
- Address any areas of deficit and take appropriate action



### **2.3 Improving the physical environment of Guilsborough Academy and Naseby Church of England Primary School to increase the extent to which disabled students can take advantage of education and associated services**

The Academy and School facilities have been provided in mind of having a fully accessible Academy for use by disabled and fully mobile students. It already includes the following:

- relevant height adjustable worktops and tables for use in the classrooms and practical areas.
- specified disabled toilets which comply with all regulations and include grab handles
- The provision of evacuation slide mats in the event of a fire alarm trigger.

The Academy Trust's Site Team carry out daily checks on all areas to ensure that no hazards are around which could impair the access of any physically disabled users.

## Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe
All enrichment activities are planned to allow the participation of the whole range of pupils	Review all enrichment provision to ensure compliance with legislation	All enrichment activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. <b>Evidence: audit of enrichment activities - WLK</b>	Summer 2019
Enable staff to continually update and increase their knowledge and understanding of needs of all students to remove any barriers to learning.	<ul style="list-style-type: none"> <li>Continue to provide training on practical differentiation strategies available in the classroom.</li> <li>Ensure staff use strategies suggested by specialist teacher including access to PowerPoints/lesson notes/worksheets in advance, additional time and use of laptops/tablets as appropriate.</li> <li>Include specific reference to SEN/disability equality in all curriculum reviews to monitor provision and quality assure.</li> <li>Provide additional training to staff on disability equality issues to ensure all are aware of their duties under DDA.</li> </ul>	<p>No significant gap in progress between students with SEND and other students. <b>Evidence: Progress data analysis</b></p> <p>Increased Staff confidence in providing appropriate teaching and support for students with disabilities. <b>Evidence: Staff Voice and staff survey</b></p>	Year 1-3 2019-22
Ensure access arrangements and reasonable adjustments are applied consistently.	<ul style="list-style-type: none"> <li>Devise support strategies for teachers to implement individual's access arrangements as part of their normal way of working. Access arrangements shared with teachers with strategies.</li> <li>Review procedures to ensure access to reasonable adjustments made for examinations comply with new JCQ regulations.</li> </ul>	<p>No significant gap in progress between students with SEND and other student.</p> <p>All students are able to access an appropriate, broad and balanced curriculum. <b>Evidence: proportion of students studying subjects</b></p>	Year 1 2019-20
Ensure PE team provide alternative access for students with disabilities	<ul style="list-style-type: none"> <li>PE team to devise own guidelines for supporting all students to actively participate in all lessons, agreed with SLT link.</li> </ul>	<p>Full access all curriculum areas. <b>Evidence: Student Voice from Life Skills</b></p>	Year 1 2019-20
Raise awareness of disability equality issues across our community	<ul style="list-style-type: none"> <li>Develop Life Skills (PSHE and Citizenship curriculum) to address disability equality awareness with students.</li> </ul>	Increase awareness of disability equality.	Year 1-2 2019-20

## Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe
Availability of written material in alternative formats	The Academy will make itself aware of the services available for converting written information into alternative formats.	The Academy will be able to provide written information in different formats when required for individual purposes	Year 1-2 2019-21
Make available Academy website, Academy newsletters and other information for parents/carers in alternative formats when requested	Review all current publications and promote the availability in different formats for those that require it	All Academy information available for all	Year 1-3 2019-22
Raise the awareness of adults working at and for the Academy on the importance of good communications systems.	Carry out training needs analysis and consider appropriate training required.	Awareness of target group raised	Year 1 2019-20
Offer the provision of all key documents in a larger typeface, with read- aloud technology or in a different language.	<p>Research sources of alternative formats including costings, using RNIB guidelines</p> <p>Add statement about availability of other formats on documents.</p> <p>Consider high visibility option on website with Squarespace.</p>	Improved delivery of information to individuals with disabilities	Year 2-3 2020-22

## Improving the Physical Access at School

Target	Strategy	Outcome	Timeframe
Consideration of the needs of disabled students and staff in annual review of Asset Management  Plan and all new projects	Consider when planning future projects	Better facilities for individuals with disabilities.	Years 1-3 2019-22
Access assessment report	An access assessment audit to be carried out	Clear up to date plan of recommendations	Completed 16.2.19 by NCC
A Block lift	Consider reinstating the lift in A Block.	Improved accessibility for individuals with a disability.	Costs and options have been collected and submitted to Governors for consideration
Disabled access to new Training Centre	Planned as part of refurbishment project	DDA compliant ramp and door fitted. Disabled washroom toilet fitted. All rooms downstairs are accessible to an individual with disabilities	Completed September 2018
Ramp from B block canteen fire exit	Repair works to ramp to be carried out	Resurfaced ramp.	Completed October 2018
Evacuation equipment	Replaced evacuation chairs for evacuation slide mats for ease of use and maintenance	Easier to maintain and use	Completed December 2018
Paved edges	Edges raised grounds or changes to ground levels that pose potential problems with accessibility  Any new ground works or repairs to be ramped rather than stepped if possible.	Painted yellow edges to be annual completed.  Future projects to ensure it is made accessible so far as reasonably practicable.	Year 1-3 2019-22
Outside Doors	Outside doors are heavy and open outwards. Future replacement outer doors will be automated wherever possible	Improved accessibility for individuals with a disability	ongoing