



GUILSBOROUGH ACADEMY ACCESSIBILITY PLAN

Policy Name	Accessibility Plan
Committee	Environment, Health and Safety
Owner	Vice Principal
Statutory	Yes
Governors to note Ratified by Principal	

Date Ratified	Next Review Date
January 2022	January 2023

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

At Guilborough we always strive to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our ethos and values are built around the following statements:

Our community is predicated on mutual respect through tolerance, trust and honesty.
 We have high aspirations for all and develop resilience to overcome any obstacles which might stand in our way.
 We take responsibility for our actions to ensure we are working positively together.
 We appreciate others by the strength of character they show and seek equality for all.

The plan will be made available online on Guilborough Academy 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.

GUILSBOROUGH ACADEMY 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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, students, governors and parents.

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 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.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	COSTS	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 scaffolded curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Where appropriate, curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a SEND 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 All SEND students have a bespoke passport which details how they should be supported in lessons, this is regularly reviewed by SLT 		<ul style="list-style-type: none"> To continuously review our curriculum provision on a rolling programme to ensure it is fit for purpose To improve the use of student passports across all subject areas To provide CPD to support staff in the adaptation of resources To increase our level of regular engagement with SEND parents/carers To create increased opportunity to record the voice of SEND students 	<ul style="list-style-type: none"> To work through the programme of scheduled curriculum reviews, ensuring key objectives are followed up. To purchase resources to ensure disabled students can access PE/DT etc. – adjustable desks To complete regular learning walks which include a specific focus on how well SEND students are catered To hold SEND 'coffee evenings' to engage with parents/carers To conduct a SEND focused student voice exercise. 		WRD/HDD All SLT TYL/EPH TYL/EPH	September 2022 January 2022 initially Then April 2022 3 intervals during the year, initially November 2021 September 2022	Improved outcomes for SEND students. SEND students all accessing every lesson. Improved Improved parent voice on SEND provision at Guilsborough Perceptions of SEND students and the curriculum are recorded and our offer slowly improves.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	COSTS	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is continuously being adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps and wider access doors to all blocks • The installation of a lift in A-block (currently out of order) • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 		To ensure, as much as feasible that our site is accessible to all students and stakeholders.	To commission an external accessibility review of the site to ascertain long term priorities.	~£1000	JDA	January 2022	Completed report and actions arising from it
			Repair of the lift in A-block to allow improved access for those unable to use the stairs.	Installed a new lift where the old one was.	£24K	JDA	February 2022	
			To ensure that the site is suitable for the visually impaired, in particular hazards are marked around the site.	Hazard tape and posts painted to minimize risk.	£3.5K	JDA	January 2022	Completed painting
			Ensure all buildings are accessible to those with disabilities	Investigate the cost of all external doors being fitted with push button actuators to facilitate opening		JDA	September 2022	Costs agreed and incorporated into AMP
		To ensure there are available specialist classrooms in DT/Science which cater for disabled students	Refit of science classroom in A block on the ground floor.	To ensure one lab and one DT room have resources which enable students with physical disability to access these subjects		JDA	September 2022	Costs agreed and incorporated into AMP

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille where required • Pictorial or symbolic representations 		To continually audit the experiences of students with disabilities in lessons to ascertain the suitability of approach and adapt if necessary.	<p>Complete regular quality assurance which focuses on specific students in lessons.</p> <p>Provide detailed feedback to staff.</p> <p>Complete a student voice exercise to consider experiences of disabled students at Guilsborough</p>		<p>WRD/EPH</p> <p>All MLT/SLT</p> <p>EPH/TYL</p>	Ongoing	Improved outcomes for students. Improved student experience
Improve the SEND students' access to trips and visits	Historically SEND students have accessed trips. Owing to the pandemic, trips/visits have only recently restarted. Bespoke support is required for SEND students on trips. We are looking to strengthen our TA team to ensure that this is always possible.		<p>To ensure that the proportion of SEND students accessing each trip is considered for every trip/visit.</p> <p>To market trips/visits specifically to SEND students. Using TAs to support thus ensuring all students receive the support they require.</p>	<p>List the proportion of SEND students who have accessed a trip on the trip paperwork.</p> <p>Recruit 3 additional TAs to strengthen the team and ensure cover is possible when trips take place.</p>	3 additional TA ~ £75000	EPH/HDD	By September 2022	Staffing budget adjusted



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 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
- Inclusion Policy
- Supporting pupils with medical conditions policy