



## GUILSBOROUGH ACADEMY ACCESSIBILITY PLAN

Policy Name	Accessibility Plan
Committee	Environmental, Health and Safety
Owner	Vice Principal
Statutory	Yes
Authorisation	Principal to ratify, FAR Trustees to note

Date Ratified	Next Review Date
October 2023	October 2024

### Contents

1. Aims .....	1
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	6
5. Links with other policies .....	6

## 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.

Guilborough 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"> <li>Our school offers a scaffolded curriculum for all pupils</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Where appropriate, curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a SEND</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>All SEND students have a bespoke SEND Passport and Support Plan which details how they should be supported in lessons, this is regularly reviewed by SLT</li> </ul>		<ul style="list-style-type: none"> <li>To continuously review our curriculum provision on a rolling programme to ensure it is fit for purpose</li> <li>To improve the use of SEND passports and Support Plans across all subject areas by introducing class context sheets</li> <li>To provide CPD to support staff in the adaptation of resources and approaches in the classroom.</li> <li>To increase our level of regular engagement with SEND parents/carers</li> <li>To create increased opportunity to record the voice of SEND students</li> </ul>	<ul style="list-style-type: none"> <li>To work through the programme of scheduled curriculum reviews, ensuring key objectives are followed up.</li> <li>To purchase resources to ensure disabled students can access PE/DT etc. – adjustable desks</li> <li>To complete regular learning walks which include a specific focus on how well SEND students are catered</li> <li>To hold SEND termly SEND parents' evenings and Parent Forums' to engage with parents/carers</li> <li>To conduct a SEND focused student voice exercise.</li> </ul>		CHA/STN	Ongoing	Improved outcomes for SEND students. SEND students all accessing every lesson they possible can or are accessing Outreach to ensure appropriate support is in place.
						All SLT	January 2022 initially	
						TYL/EPH	Review Sep 23	Improved
						TYL/EPH/MHA/STN	3 intervals during the year	
							September 2023 – on-going	Improved parent voice on SEND provision at Guilsborough
							Sep 23 ongoing	Perceptions of SEND students and the curriculum are recorded and our offer improves.
							Started 22-23 and will continue through the year	



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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"> <li>• Ramps and wider access doors to all blocks</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>Risk assessments put in place when physical issue notified</p> <p>To ensure that buildings can be evacuated safely in an emergency</p> <p>To ensure there are available specialist classrooms in DT/Science which cater for disabled students</p>		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.	~£1k	BWI	January 2024	Completed report and actions arising from it
			To ensure that the site is suitable for the visually impaired, in particularly hazards are marked around the site.	Hazard tape, posts and floor markings re-painted to minimize risk.	~£1k	BWI	Ongoing	Kept up to date
			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	£2k-£3k per door set	BWI	August 2024	Costs agreed and incorporated into AMP
			Assessment of need and any relevant adjustments	Completion of risk assessment by relevant staff	-	BWI	Ongoing	Risk assessment in place and appropriate action taken
			Review use of evacuation mats/chairs	Evacuation chair to replace mats in B block with training provided	£1.5k	BWI	August 2024	New plan and equipment in place
			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	£75k	BWI	August 2024	Included in budget



AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	COSTS	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille where required</li> <li>• Pictorial or symbolic representations</li> </ul>		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>KNS/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	<p>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>		<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>	List the proportion of SEND students who have accessed a trip on the trip paperwork.		EPH/CPH	Ongoing	Monitoring of trips highlights SEND students in attendance



## **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