



The Gainsborough  
Academy  
'High Expectations'

# Accessibility Plan

**Approved by:** Keith Batty **Date:** 03/02/2018

**Last reviewed on:** Previously reviewed 15.12.16

**Next review due by:** 03/02/21 (Every 3 years)

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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 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 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. See Equality Policy for linked information.

All disabled children should have access to education. Wherever practicable, The Gainsborough Academy will:

- Advise on the statutory responsibilities of education bodies in the preparation of accessibility strategies and accessibility plans
- Increase the extent to which disabled students can participate in the school curriculum
- Promote improvements in the delivery to disabled students of written information that is provided to students who are not disabled
- Encourage improvement in the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services.

The plan will be made available online on the school 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.

The school 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, this 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, governors and key advisors within other Trusts.

## **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](#), '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.

Curriculum Access	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Medium Term	<p><b>All curriculum areas consider their practice in light of current legislation and developments</b></p> <p><b>To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum</b></p> <p><b>Ensure all exam arrangements are in place for all students with identified needs</b></p>	<p>Continue with training of whole school staff</p> <p>Link with school and department focus upon teaching and learning. At least one INSET training to focus upon inclusive practice each academic year</p> <p>To meet regularly with students, parents and outside agencies to plan access improvements STR, CB and SM to gather evidence from all faculties to ensure arrangements are met</p>	<p>Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs</p> <p>Strategic planning continued at departmental level</p> <p>All students are to achieve full potential and support structures are in place</p>	<p>Completed and ongoing</p> <p>Completed and annually</p>	<p>All students have equal access to a broad, balanced curriculum. The school community values diversity</p> <p>Raised awareness of the collective responsibility towards inclusion</p> <p>Raised awareness of exam access arrangements</p>

Curriculum Access	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<p><b>To ensure that the main school is accessible to disabled visitors</b></p> <p><b>To ensure Emergency Evacuation Plan includes provision for physically impaired persons in the upper corridors</b></p> <p><b>To ensure all student needs are disseminated to staff for access to the mainstream class</b></p>	<p>To keep the disabled lifts in working order and ensure arrangements are made for at least one lift operator during Progress/Open Evenings</p> <p>To provide students who have identified needs, use of the lift, through support by a member of staff</p> <p>To ensure at least one parking space near the main entrance is for disabled visitors</p> <p>To continue to use student hosts to welcome visitors to school and ensure the visitor signing in is easily accessible</p> <p>Meetings held with parents, students and agencies to access and evaluate evacuation procedures</p> <p>SEN/strategies folder, EC Plan, update all TAs</p>	<p>All visitors can access the main reception area of school from the front and feel welcomed</p> <p>All parents are able to access all upper areas of the school in use during Progress/Open Evenings</p> <p>Evacuation Plan includes reference to provision for physically impaired persons.</p> <p>Instructions clearly displayed and any necessary training undertaken.</p>	<p>Ongoing</p> <p>Completed</p>	<p>All visitors and the school community feel included on arrival</p> <p>Emergency provision for all in all parts of the school building</p>

Access to the Written Word	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<b>To ensure that all students can access written information on the classroom board.</b>	Seating arranged so that all students can see clearly. Identified resources and strategies are available and known by all staff regarding individual needs. Desktop copies of text are also provided where appropriate	All students accessing a broad and balanced curriculum	Ongoing	All students can access written information
Medium Term	<p><b>Visual signs are used in all classrooms as signals to the organisation of tasks.</b></p> <p><b>Staff become familiar with a variety of technology and practices developed to assist people with disabilities</b></p>	<p>Training for all staff using the inset days and strategies for vulnerable groups</p> <p>Seek advice from agencies</p> <p>Include training from the National Strategy Inclusion Programme within the whole school CPD training.</p> <p>Implement Learn to Learn strategies. Encourage and plan for students' use of ICT particularly where they have their own or county supplied equipment</p>	<p>Consistency across departments aids students' organisational skills</p> <p>Departments use some alternative methods of recording within some lessons</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All students are more independent and carry out tasks more effectively</p> <p>Improved access and provision for students</p>

#### **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 Chair of Governors

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- 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

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				



