



Accessibility plan updated July 2022

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Contents

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

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

Goosewell Primary 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.

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 and works closely with our REACH Academy Trust Partners and Plymouth Local Authority to achieve the best outcomes for all our pupils.

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.

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.

Academies, including free schools: This policy complies with our funding agreement and articles of association.

Action Plan

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

Aim	Current Good Practice	Future Objectives (Short/Med/Long term)	Actions Who/When	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents and carers	<p>Parents, carers, school staff & governors are aware of school access ('access' meaning 'access to' and 'access from')</p> <ul style="list-style-type: none"> ➤ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ➤ The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ○ Ramps / Lifts ○ Corridor width ○ Disabled parking bays ○ Taxi spaces for ESP provision ○ Disabled toilets and changing facilities ○ Library shelves at wheelchair-accessible height ➤ Ensure staff and governors can access 	Improve and maintain access to the physical environment	Ongoing	<ul style="list-style-type: none"> ➤ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ➤ Parents, Carers, staff & governors are confident that their needs are met. ➤ Continuously monitored ensures any new needs arising are met. ➤ Parents have full access to all areas of school. ➤ PEEPs are prepared and reviewed as individual needs change

	<p>areas of school used meetings</p> <ul style="list-style-type: none"> ➤ School information to be made available in alternative formats for parents, carers and visitors to meet their individual needs ➤ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school ➤ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 			
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ➤ Our school offers a differentiated curriculum for all SEND pupils (needs led) including pupils with medical, physical or sensory disability 	Improve, monitor and maintain access to the school curriculum, making reasonable adjustments to ensure good progress is made.	Ongoing	<ul style="list-style-type: none"> ➤ Visually impaired people feel safe in the school grounds. High contrast, Yellow edging on steps and potential obstructions i.e. posts is used. ➤ Large signage is used. ➤ The site manager carries out regular maintenance checks on the school site ➤ All disabled personnel and pupils have safe exits from school.

	<ul style="list-style-type: none"> ➤ We seek support and advice from recommended Charities, Livewell (Health) and the Local Authority Sensory Support Teams. ➤ We receive training and access resources tailored to the needs of individual pupils, including those with hearing and visual impairment, medical and dietary needs ➤ Links with Special School Outreach services provide additional advice and support when required. ➤ For pupils with SLCN needs, our school uses a range of approaches to ensure learning is accessible. This includes: <ul style="list-style-type: none"> ○ TEEACH Approach ○ Pictorial or symbolic representations ○ Visual timetables ○ Makaton ➤ Curriculum progress is tracked for all pupils, including those with a disability 			<ul style="list-style-type: none"> ➤ Disabled children are able to participate equally in out of school activities and have access to all areas of the school. ➤ Children's medical and intimate care needs are sensitively met. ➤ Internal monitoring systems (Medical Tracker) ensure parents, carers and notifiable staff are keep informed ➤ For pupils with HI and Language needs, staff will be trained in BSL, Makaton and AAC as recommended by supporting agencies ➤ Children's progress with be regularly reviewed with parents, carers and professionals inline with the schools monitoring systems ➤ Staff training to be regularly updated to support children's specific needs. ➤ All pupils are able to access all school trips and take part in a range of activities. ➤ All pupils have access to PE and are able to excel, for example via support from an adult
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	<ul style="list-style-type: none"> ➤ Targets are set effectively and are appropriate for pupils with additional needs ➤ The curriculum is reviewed to make sure it meets the needs of all pupils 			<ul style="list-style-type: none"> ➤ Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> ➤ Training needs are identified at regular pupil review meetings 	Maintain training needs as required	Ongoing	<ul style="list-style-type: none"> ➤ Raised confidence of support staff ➤ Children needs are met
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> ➤ After school clubs are aware of individual pupil needs. ➤ Pupils with disability and/or EHCp's can access support via Short Breaks and Routeways subject to assessment needs ➤ Pupils with mobility issues can access sports clubs and after school activities. 	Improve, monitor and maintain equal access to all school activities, making reasonable adjustments to ensure good progress is made.	Ongoing	<ul style="list-style-type: none"> ➤ Disabled children feel able to participate equally in out of school activities.

Monitoring arrangements

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

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