

Accessibility Plan

Gosberton House Academy September 2019-July 2023

Vision statement

[to be read in conjunction with the Autism Policy; Equality and Diversity Policy]

This plan exists to ensure that Gosberton House Academy is equally accessible to disabled pupils and pupils with special educational needs and that these pupils are not prevented from achieving academically, or gaining maximum benefit from their Academy life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular/extra-curricular organisation.

1.2 Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities

1.3 The plan will also consider the requirements of disabled parents/carers, staff and visitors to the Academy.

The main objectives of this plan are:-

- To increase the extent to which pupils with special educational needs or difficulties can participate in the Academy curriculum
- To improve the physical environment of the Academy to ensure that pupils with any kind of disability or learning difficulty can participate in all Academy activities
- To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties
 - To ensure that the Academy listens to the views expressed by the pupils or parents about their preferred means of communication.

1.4 This plan is developed in conjunction with the Academy policies on Equality, Diversity and Cohesion and Special Educational Needs. Actions identified from it will feed into the Academy Development Plan.

Responsibilities

2.1 The governing body will ensure that adequate resources are available for meeting the needs of existing disabled pupils/parents/carers/staff as identified as part of accessibility planning.

2.2 Once this has been achieved it will also consider the potential needs of future disabled pupils. However, it is recognised that such requirements may have an associated cost and these requirements will therefore not be implemented until the need to do so actually arises.

2.3 The Headteacher is responsible for ensuring that specialist help is provided to pupils with disabilities or specific learning difficulties in line with the LA guidelines and that LA support services and resources are fully engaged. This could involve working with other local Academics to use their specialist resources.

2.4 The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.

2.5 The governing body are responsible for ensuring that this plan is monitored and evaluated.

Principles of Academy Accessibility Planning

3.1 The Academy will not discriminate against disabled pupils or those with a statement of special educational needs in their admissions and exclusions or in provision of education and other related Academy activities

3.2 The Academy will not put disabled pupils/ those with a statement of special educational needs at a substantial disadvantage.

3.3 The Academy will review the accessibility plan on a three year cycle and publish a revised Accessibility Plan identifying any actions that need to be implemented.

3.4 Effectiveness of the Accessibility Plan will be monitored by the governing body.

3.5 The pupil's right to confidentiality will be respected.

3.6 The views of parents will be obtained to ensure that each child with a disability/statement of special educational needs is given an individual support plan that best meets their needs.

3.7 All staff will be fully briefed on the requirements of the support plans for children with a disability/statement of special educational needs.

3.8 Full risk assessments will be carried out to ensure the safety and well-being of disabled pupils/those with a statement of special educational needs.

3.9 All appropriate support resources and materials available from the LA will be engaged.

Enhancing Participation in the Academy Curriculum

4.1 The Accessibility Plan will ensure that pupils with disabilities/statements of special educational needs are able to participate in the wider Academy curriculum including sports, lunchtime clubs and societies, cultural activities and Academy visits.

4.2 Classroom layouts and teaching methods are planned with the requirements of disabled children/those with a statement of special educational needs in mind.

4.3 Physically disabled pupils are assigned mentors from their peer group who can assist them where necessary.

Improving the Physical Environment

5.1 The physical environment will be assessed including steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.

5.2 Required improvements to physical access will be identified in line with current and possible future needs and within the constraints of the Academy funds. Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.

5.3 Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

Improving the Delivery of Information to Disabled Pupils

6.1 Written information provided by the Academy to its pupils must be accessible to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. The information might include handouts, timetables, and information about Academy events. The Academy might consider providing the information in alternative formats (such as large print, audio tape, Braille, a recognised symbol system, using pictures) by using ICT, or by providing the information orally.

Monitoring and Evaluation

7.1 The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the Academy governing body.

7.2 Evaluation will be based on the following indicators:

- Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the Academy;
- Evidence of the greater involvement of disabled pupils in the full life of the Academy (for example, participation in after Academy clubs, leisure, sporting and cultural activities and on Academy trips);
 - Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs;
- Audits carried out on the main curriculum areas;
- Progressive planned improvements to the physical environment of the Academy;
- Information being available to pupils in a range of formats.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
 - Improve and maintain access to the physical environment
 - Improve the delivery of written information to pupils
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The table below sets out how the Academy will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Thematic approaches to curricular engagement</p> <p>Differentiated access and outcomes</p> <p>Resources tailored to individual needs</p> <p>Progress tracking</p> <p>Relevant, personalized targets</p> <p>Regular curricular reviews</p>	<p>To meet new curriculum guidance</p>	<p>Enhance an immersive learning approach - introduce Cornerstones</p> <p>-modify themes for our pupils</p> <p>-resource all themes</p>	<p>Strategic Leadership Team</p>	<p>Two year rolling programme commencing September 2016</p> <p>Reviewed Sept 2017- pupil, parental and staff feedback, lesson observation and learning walks all evidence increased curricular access [engagement] by all pupils</p> <p>Reviewed October 2017 =working in</p>

					<p>partnership with Cambridgeshire schools to map curricular attainment</p> <p>March 2018 fully operational</p> <p>September 2018 Enhanced music curriculum; new RE curriculum</p> <p>September 2019</p> <p>Introduction of enhanced low arousal group space- Sunshine Rm</p>
<p>Improve and maintain access to the physical environment</p>	<p>SPELL environments</p> <p>Number of outdoor learning areas</p> <p>Access to 'relaxation areas'</p> <p>Wide, light, uncluttered</p>	<p>To become a Forest Academy</p> <p>To work within the Outdoor Learning Quality Mark</p> <p>To enhance existing</p>	<p>Familiarisation with LOTC requirements; working with Boston West School</p> <p>Upskill all staff</p>	SLT	<p>March 2018 LOTC application submitted- all classes working within LOTC ethos</p>

	<p>corridors and all shared spaces</p> <p>Disabled toileting facilities</p> <p>Shelves at wheelchair access heights</p> <p>Disability support bars</p> <p>Disability support chairs</p>	<p>outdoor areas</p> <p>To ensure that FYC outdoor area is safe</p>	<p>Evidence criteria- action plan missing elements- purchase additional equipment/ resources</p> <p>Forest School -all weather area- source funding</p> <p>Outdoor them areas- source funding</p> <p>New playground equipment for Owl class source funding</p>	<p>LOtC achieved April 2018 - rolling programme of enhancements</p> <p>Forest School outdoor area completed Summer 2017 - rolling programme of upgrades</p> <p>Welly Area ongoing</p> <p>Outdoor theme area established for Owl Class, Key Stage One; Muddy kitchens KS one KS Two; new outdoor playequipment Summer 2017</p> <p>Summer 2018- full physical review to accommodate</p>
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					wheelchair access September 2019 additional zoning of areas completed
Improve the delivery of written information to pupils	Use of alternative and supportive technologies including Communicate in print; Large print resources Clear external and internal signage -with icons	Enhance accessibility	Enhance and check accessibility for all pupils -modify as appropriate	All staff teams	CIP fully established Summer 2017 - all staff trained PECS for youngsters children Spring 2018- no additional augmented communications systems operational Spring 2019- use of CIP different languages established

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wide, natural light, decluttered	Learning walks to monitor accessibility	Principal, Academy Council and Governing Body	SLT at least weekly Monitored weekly as part of SPELL Oct 2016= all skylights replaced Programme of on going decoration
Parking bays	Insufficient for needs	HT to liaise with LA [outcome-Academy responsibility; systems in place reviewed by LCC Transport Team Summer 2015 and approved - annual review and updates]	Principal and Site Staff	Initially-Summer 2016 GHA is responsible. Asking staff to optimize use of existing parking bays and to double park for events. Regular

				monitoring, double parking helping accessibility.
Entrances	Clearly signposted and fully accessible to all Automatic door	Maintain and enhance accessibility and presentation Replace older signs	Principal and Office Team	All replaced- on-going renewal as appropriate
Toilets	Some toilets are in need of refurbishment	Liaison with LCC Costings analysis	Principal and Site Manager	Summer 2017- works completed for KS 2- ECO designed September 2019-ongoing maintenance and enhancement programme
Reception area	Recently built-fully accessible	Maintain and enhance accessibility and presentation	Principal and Office Team	Autumn 2014 Regular re- decoration
Internal signage	Uniform, simple, visually supported	Maintain and enhance	SLT, Governing Body, Academy Council	Autumn 2014 Sept 2016- updated as part of academy

				<p>status</p> <p>Summer 2018 update to accommodate QM status</p> <p>Summer 2019 update to accommodate QM status</p>
Emergency escape routes	Fully signposted -visually supported	Maintain and enhance	Health and Safety Lead and Site Manager	<p>Autumn 2017, 2018, 2019 checked</p> <p>Checked during each fire drill and as part of Site managers weekly checks.</p>
KS One Fire Exists	Regular checking of steps-	Maintain and replace as necessary -very vulnerable to rotting	Health and Safety Lead and Site Manager	<p>Renewed Summer 2016</p> <p>Regular checks</p> <p>Renewed Autumn 2018</p>

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.
