

Accessibility plan

The Greater Horseshoe School

Approved by:	[Jason Goddard]	Date: [01/06/2020]
---------------------	-----------------	---------------------------

Last reviewed on:	[01/05/20]
--------------------------	------------

Next review due by:	[01/05/2021]
----------------------------	--------------

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8

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.

The disability Discrimination act describes a disability as “physical or mental impairment which has a substantial and long term adverse effect upon the ability to carry out normal day to day activities”. Impairments include sensory impairments-such as those affecting sight or hearing and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental Illnesses that are clinically well recognised are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination act. While many disabled students will have or may be eligible for, statements of Special Educational Needs, not all disabled students have SEN. Equally, and not all students with SEN will necessary have a disability under this legislation.

This accessibility plan has been drawn up in consultation with the senior management team responsible for the Greater Horseshoe School and covers the period from September 2018 to 2021.

This statement sets out in the ways in which the Greater Horseshoe School provides access to education for students with a disability.

AT the Greater Horseshoe School we are committed to providing a fully accessible environment which values and includes all students, staff and parents/carers and visitors regardless of their education, physical, sensory social, spiritual, emotionally and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Greater Horseshoe School, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum. Incorporating school activities and including educational visits
- Improve access to the physical environment of the school.
- Improve the delivery of written information to students, staff, parents/carers and visitors with disabilities.

The school plan will be monitored on an on-going basis by the Senior Management team responsible for the Greater Horseshoe School.

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.

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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all pupils.	Ensure that differentiation is applied by all Teachers/Tutors to a wide variety of students	Learning Walks	LM	July 2019	Lesson Plans, Learning walks, observations, team meetings (completed)
	We use resources tailored to the needs of students who require support to access the curriculum.	Initial assessment to be completed for all students entering school to identify resources	Initial assessment to inform planning and resources	LM	Jan 2019	Resources, initial assessment documentation (completed)
	Curriculum progress is tracked for all pupils, including those with a disability.	Small steps assessment – BSQUARED, to be implemented across	Staff Training, Assessment weeks, team meetings, appraisals	LM/JG	Jan 2019	Progress Data (completed)

		the whole curriculum.				
	The curriculum is reviewed to ensure it meets the needs of all students.		Curriculum policy, scheme of works developed and implemented	LM/JG	Nov 2018	Policies and Schemes of Work (ongoing)
	All staff to promote continuity and progression of learning for every student through effective implementation of our AS Model	To achieve AS accreditation	See action plan AS accreditation	KD/SA	Dec 2020	Working towards accreditation
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> • Chipley Mill Farm Areas for students to access curriculum/therapy	Areas developed	Areas and timetables defined, staff roles and responsibilities, resources	LM/JG/GK	Jan 2019	Area available for new students (ongoing still developing farm areas/zones)

<p>Improve the delivery of written information to students</p>	<p>Start using visual aids:</p> <ul style="list-style-type: none"> • Timetables • Now and then • PECS software • Visuals on resources 		<p>Create visual resources available for all students</p>	<p>LM</p>	<p>June 2019</p>	<p>Written information</p>
<p>Make information more Accessible to students, parents/carers, Staff and visitors</p>	<p>Review format of Prospectus and other relevant information and policies i.e. Whistleblowing Poster</p>		<p>Policies and prospectus</p>	<p>LM</p>	<p>March 2019</p>	<p>Completed Documents</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 school governing board

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)
- Supporting pupils with medical conditions policy
- Behaviour Management
- School Prospectus and Mission Statement

6. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski

Date: 16th of May 2019

Signed 

This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed: 

Date: 16th of May 2019

The policy is quality assured by Governor:

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One-storey building			
Parking bays	Parking available	Disabled parking (drawing to be completed)	LM	Jan 19
Entrances	The route to the main school entrance is easy to locate. The main school building and entrance are visible on approaching the school.	Signage needs sourcing	LM	Sep 2018
Ramps	No RAMPS available	School entrance to be made accessible for those individuals with physical disabilities.	LM	July 2019
Toilets	Male/Femela Toilets and disabled toilets	Available		