



George Grenville Academy

ACCESSIBILITY PLAN



Reviewed by:	School Improvement Director – Safeguarding & Attendance
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Approved and Adopted by:	Board of Trustees
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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.

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 include as appropriate: pupils, parents, staff and governors of the school.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. (For example writing slopes)</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Wheelchair access is requested for school visits when needed.</p>	<p>Ensure staff (where relevant to their job) have specific training on disability issues</p> <p>Ensure all staff (teaching & nonteaching) are aware of disabled children's curriculum access needs</p> <p>PE curriculum to ensure PE is accessible to all pupils</p> <p>When planning school trips and local walks (including walking to the church etc), ensure consideration has been given to disabled pupils</p>	<p>Create a central list available for staff to access detailing pupils' access needs to the curriculum.</p> <p>Book staff working with specific children (including staff who will possibly cover) on specialist training when applicable.</p> <p>PE staff to signal where adaptations have been made to provide access to PE lessons.</p> <p>Trip forms to be adapted to include accessibility arrangements for disabled pupils</p>	<p>Elle Brown</p> <p>Elle Brown</p> <p>Elle Brown/Haydon Goodwin</p> <p>Emma Killick</p>	<p>December 2023</p> <p>When needed</p> <p>Half-termly</p> <p>January 2024</p>	<p>100% of staff aware of needs of the children they are working with.</p> <p>100% of all pupils have tailored approach to the curriculum to suit their needs</p> <p>100% of pupils have access to PE lessons</p> <p>100% of pupils have access to trips and local walks.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Pupils who struggles to walk down steps have railings to support with this.</p> <p>Designated wheelchair area is made available</p> <p>Ensure all staff (teaching & nonteaching) are aware of disabled children's physical access needs</p> <p>Maintain safe access for visually impaired people</p> <p>Ensure all disabled people can be safely evacuated</p> <p>Ensure fire exits are accessible to all pupils with a disability</p> <p>Parents with a disability can access the school safely</p>	<p>Contact LA to organise railings to be installed in relevant outdoor steps.</p> <p>Signpost wheelchair area clearly at school office</p> <p>Create a central list available for staff to access detailing pupils' access needs to the curriculum.</p> <p>Ensure outdoor and indoor site remains clutter free and signs are clear</p> <p>Write PEEPS and share with relevant staff</p> <p>Complete regular check on fire exits</p> <p>Provide an area in the staff car par for drop off and pick up</p>	<p>Amy Mackenzie</p> <p>Amy Mackenzie</p> <p>Elle Brown</p> <p>Amy Mackenzie</p> <p>Emma Killick</p> <p>Amy Mackenzie/ Jane Rush</p> <p>Amy Mackenzie</p>	<p>October 2023</p> <p>October 2023</p> <p>December 2023</p> <p>Weekly</p> <p>When needed</p> <p>Daily</p> <p>When needed</p>	<p>100% of pupils can access the outside environment independently</p> <p>All wheelchairs are stored in a safe and accessible area within the school building.</p> <p>100% of staff aware of needs of the children they are working with.</p> <p>Parents who are visually impaired are able to successfully navigate the site.</p> <p>All pupils are able to exit the building safely during fire drill</p> <p>All parents who are disabled can drop off and pick up their pupils</p>

Aim	Current good practice	Objectives	Actions to be taken	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"> • Internal signage • Large print resources • Pictorial or symbolic representations 	To improve communication access for pupils with hearing and speech disability	<p>Train relevant teaching and non-teaching staff in Makaton</p> <p>Add further pictorial representatives to widen communication options.</p>	<p>Elle Brown/ Jo Brice</p> <p>Elle Brown</p>	<p>April 2024</p> <p>July 2024</p>	100% of pupils are able to communicate effectively with staff

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 local 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 (SEND) 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 internal stairways				
Number or external stairways				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				