



GEORGE GRENVILLE ACADEMY

ACCESSIBILITY PLAN

POLICY DOCUMENT

March 2020

CONTENTS

	Page
Increasing access for disabled pupils to the Academy curriculum	3
Improving access to the physical environment of schools	3
Improving the delivery of written information to disabled pupils	3
Increasing to the Academy curriculum	3
Improving access to the physical environment	4
Improving delivery of written information	4
Monitoring	4

ACCESSIBILITY PLAN

George Grenville is committed to inclusive mainstream education and equal opportunities for all. Since September 2002 the Disability Discrimination Act laid a new duty on schools and LEAs to plan to improve accessibility over time. In particular we must plan for:

- **Increasing access for disabled pupils to the Academy curriculum.** This covers teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or Academy visits.
- **Improving access to the physical environment of schools.** This covers improvements to the physical environment of the Academy and physical aids to access education.
- **Improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the Academy to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about Academy events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

The premises committee has undertaken a review of the access issues of the Academy and a full committee discussed the needs for an accessibility plan. Reasonable changes for the increased accessibility of current and planned future pupils will be prioritised.

INCREASING ACCESS TO THE ACADEMY CURRICULUM

Teachers and teaching assistants all receive training on how to teach and support disabled pupils where appropriate. This is arranged by the SENCo. Regular updates are also arranged and individual training is arranged as necessary.

Lessons are planned and targeted at the whole class and are responsive to pupil diversity.

All pupils are encouraged to take part in all activities, including music, drama and physical activities.

Alternative ways to give access to experience and understanding from particular activities, e.g. PE are considered when necessary.

We regularly update our IT facilities and are responsive to pupil needs.

We have high expectations of all pupils and closely monitor progress of all pupils.

All staff seek to remove all barriers to learning and participation.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

The Academy is unfortunate with its physical layout. Although academic, sporting and play areas allow access for all pupils, there are internal and external steps and the site is built on a slope. There is a toilet for the disabled accessible without negotiating any steps or stairs.

All areas are well lit.

As areas are re-decorated, the following will be considered:

- Décor and signage will be chosen that is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.
- Whether the choice of materials could be used to reduce background noise.

The school have installed a new automatic fire alarm and detection system. There is emergency lighting throughout the main walkways throughout the school and clear illuminated signs.

Signage, routes and adequate alarm and detection systems through the Academy will continued be reviewed as part of the health and safety inspection. Changes will be made as necessary.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

We ensure that all pupils understand the tasks they are set.

Our interactive screens and printers allow us to present information in large print if necessary.

The SENCo will seek the assistance of outside professionals if other formats (eg Braille) are required.

MONITORING

The effectiveness of this policy will be assessed through George Grenville's self-evaluation procedures.