



**Gladstone Primary  
Academy**

# Accessibility plan

**Approved by:**

(To be approved at Academy  
Committee on 9<sup>th</sup> October 2019)

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on:**

30<sup>th</sup> September 2019

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by:**

September 2022

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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.

We are fully committed to providing an environment that values and includes all pupils, staff, parents, Academy Committee members and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to develop a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- SEN Local Offer/ SEND Information report
- Special Educational Needs (SEND) Policy
- Public Sector Equality Duty

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.

## **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. Good Practice: Ensuring access to the school curriculum and extra-curricular activities**

- Teaching staff adapt and modify lesson activities to ensure all pupils can access the curriculum.
- Teachers complete regular training in key areas to support them with lesson planning in order to meet student needs.
- If necessary, a personalized, longer term intervention programme targets pupil's individual needs following cycles of Assess, Plan, Do, Review.
- School has regular support from Local Authority Services such as the Hub Network, SENDCO Network, Specialist Teaching Services and Educational Psychology Service.
- School refers to Local Authority Health services and external services when required such as Speech and Language, Occupational Therapy, Physiotherapy and School Nurse Service.
- Pupils have the opportunity to use specialist equipment and specific software to ensure access to curriculum.
- Pupils have access to iPads and computing facilities.
- When necessary, pupils have access to additional adult support to ensure learning progress.
- All pupils have opportunity to participate in educational visits, extra-curricular activities, clubs and sporting activities.
- Information regarding pupil's needs are circulated to all teaching staff to inform teacher planning.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

#### **4. Good Practice: Improve and maintain access to the physical environment of the school**

- Gladstone Primary Academy is easily accessible for all pupils.
- School can refer to a Local Authority specialist support for further advice if required.
- The environment is adapted to the needs of pupils as required. This includes:
  - Lifts are available to support movements of pupils to and from the first floor.
  - Disabled parking bays are available.
  - There is disabled toilet access in each building with disabled showering facilities also available.
  - Corridors on both our Gladstone Street Site and Bourges Boulevard Site are wide enough to allow easy access for those with mobility issues.

#### **5. Good Practice: Improve the delivery and accessibility of written information to pupils, parents and visitors**

- Key messages around school are published on the school website and on social media.
- Letters are sent home in specific font size.
- All policies can be made available in large print or other accessible format, if required.
- Personalised tours around school with a member of SEND Team are available when requested
- Internal signage.

## 6. Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes	Position as of September 2019
Everyone to be made aware of the needs of disabled people when accessing all physical environments within and around the Academy.	Ensure that policies and processes reflect the needs of disabled pupils and staff.	Ongoing	<u>Lead:</u> Alex Oldaker  <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	Academy will be able to respond to emerging needs of disabled pupils and staff.	Following policies and processes actively in place: TDET Health and Safety Policy Emergency Fire Evacuation Procedure Emergency Drills carried out during the academic year
Ensure that all disabled pupils with the following impairments can be safely evacuated. <ul style="list-style-type: none"> <li>• Mobility</li> <li>• Visual</li> <li>• Hearing</li> <li>• Cognitive</li> <li>• Other impairment that may affect the disabled persons ability to</li> </ul>	Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all types of disabled people. <ul style="list-style-type: none"> <li>• Ensure disabled people have been captured in the Emergency Evacuation Procedures.</li> </ul>	Autumn Term review (by 18 <sup>th</sup> December 2019)	<u>Lead:</u> Alex Oldaker  <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	All disabled pupils and staff working with them are safe and confident in what they need to do in the event of an emergency fire evacuation or any other cause of evacuation.  Disabled Refuge Points are accessible on our Bourges Boulevard Site in protected stairwells and large enough to accommodate at least one	Following policies and processes actively in place. TDET Health and Safety Policy Emergency Fire Evacuation Procedure Emergency Drills carried out during the academic year

reach an ultimate place of safety unaided or within a satisfactory period of time.	<ul style="list-style-type: none"> <li>Ensure all staff and disabled people are aware of the Emergency Evacuation Procedures</li> </ul>			wheelchair without hindrance to other people.	
Enhance internal/external distraction markings for visually impaired pupils/staff/visitors	Review and assess current distraction (safety) markers on all clear glass panels/doors to avoid people walking into them.	Autumn Term review	<u>Lead:</u> Alex Oldaker  <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	<p>Significantly reduces the risk of visually impaired people walking into clear glass panels/doors.</p> <p>Visually impaired people will feel safe within the Academy grounds.</p>	Review and assessment ongoing.
Enhance access to and around premises for disabled people, especially those with a mobility impairment and wheelchair users	Review and assess all parking bays, ramps/slopes, stairways, passageways, doorways, lifts, classrooms, toilets and changing rooms to accommodate disabled people, especially those that have a mobility impairment including wheelchair users.	Autumn Term review	<u>Lead:</u> Alex Oldaker  <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	People with visual impairment will be able to easily identify key areas and routes within and around the Academy.	Review and assessment ongoing.

Enhance internal/external signage for visually impaired people	Review and assess, so far as is reasonably practicable the need and feasibility for suitable internal/external signage for visually impaired people.	Autumn Term review	<u>Lead:</u> Alex Oldaker  <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	People with visual impairment will be able to easily identify key areas and routes within and around the Academy.	Review and assessment ongoing.

## 7. Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at September 2019
Ensure specified curriculum areas include reference to disability issues	PSHE curriculum to include equality issues.	Autumn Term review	<u>Lead:</u> Allister Thomas  <u>Support/advice:</u> Paul Fountain	PSHE curriculum shared and teachers planned delivery to classes.	PSHE Lead and AH for Pastoral to attend conference on 9/10/19 for updates and ensure alignment with new framework and local priorities
Ensure all new teaching staff are aware of training sessions where SEND specific issues are part of the programme	AO to lead SEND CPD.	14/11/19	<u>Lead:</u> Alex Oldaker	All staff aware of SEND specific issues.	CPD arranged and CPD calendar for Autumn term shared
Reasonable adjustments are discussed with relevant staff in order for access arrangements to be identified and actions for external examinations.	Year 6 Lead to link with SEND Lead to identify additional need. IJ to submit application to NCA Tools.	Feb 2020 onwards	<u>Lead:</u> Alex Oldaker Karen Mallott Ifirat Jawaid	Year 6 staff to identify pupils with reading or writing needs and those that that require additional time.	

## 8. Improving Access to Information

Targets	Actions	Timescale	Responsibility	Outcomes	Position as of September 2019
Academy website to be accessible and comply with current statutory requirements	Ensure it explicitly welcomes disabled pupils and parents and those with SEND	Ongoing	<u>Lead:</u> Alex Oldaker  <u>Support:</u> Hannah Ogden Simon Martin	Parents feel confident in the information they have about the Academy	Requires review

## **9. 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 Academy Committee and Head teacher.

Date for review – September 2022