

# GILBERT INGLEFIELD ACADEMY



## ACCESSIBILITY ACCESS PLAN 2023-2026

Date of Review:	March 2023
Approved by Resources Committee	May 2023
Next Formal Review Date:	March 2026
Staff Responsible:	SENDCo Head Teacher

### **1 INTRODUCTION AND AIMS**

This Accessibility Plan has been drawn up in consultation with the local authority, pupils, parents, staff and governors of the school and covers the period from March 2023 – March 2026.

Our school believes in providing every opportunity to develop pupils' and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We already offer wheelchair access, disabled toilet facilities, lifts in the science and block teaching blocks and clearly marked steps for people with visual impairment.

### **2 BACKGROUND**

The Equality Act (2010) sets out the legal obligations schools have towards pupils, parents / carers and staff with disabilities. The Governing Body of Gilbert Inglefield Academy aim to ensure our practices and policies comply with this act and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not treat disabled pupils less favourably for a reason related to their disability
- We will not directly or indirectly discriminate against, harass or victimise a disabled child
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage compared with their peers
- We will plan to increase access to education for disabled pupils.
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will encourage full participation by everyone in our school activities

Our Accessibility Action Plan is monitored every year, with a formal review every three years. The following is a set of action points showing how the school will address the priorities identified in the plan.

### **3 DEFINITIONS OF DISABILITY**

A person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term
- Has an adverse effect on his/her ability to carry out normal every day activities

A fuller set of definitions can be found in Appendix A

The school will retain a Disability Register for pupils and a census showing categories and numbers of pupils (via the Special Educational Needs and Disabilities Register) and staff with disabilities in our school.

### **4 PRINCIPLES**

- Our admissions policy applies which does not discriminate a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- When recruiting staff disabled people will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils by.
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential obstacles to learning and assessment for individuals and groups of pupils
  - ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils and adults with disabilities

### **5 PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN**

Our Accessibility Action Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

### **6 INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT**

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Management Information system data
- SEND reviews/EHC Plans
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies where appropriate

## **7 CONSULTATION OF THE ACCESSIBILITY ACTION PLAN**

To ensure Gilbert Inglefield Academy is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we will consult those who have an understanding of different disabilities and the obstacles they present.

We intend to consult in the development of this plan:

- Pupils with a disability
- Parents / carers of pupils who have a disability
- Staff
- Governors

During the consultation the following factors will be taken into account:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and school

## **8 THE MAIN PRIORITIES IN THE SCHOOL'S PLAN**

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to disabled pupils, young people and adults

## **9 IMPLEMENTATION**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

- (a) The building and grounds:
  - Structured and supportive playtime and lunchtime activities such as "buddy be friends"
  - Ensuring adjustments are made where possible to meet DDA requirements
  - Denote hazards for the visually impaired
  - Flexibility of seating arrangements to suit need
- (b) Learning and teaching:
  - We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
  - Academic progress is monitored and 'value added' considered
  - Additional support will be provided where possible
  - Individual targets and provision mapping ensure correct learning strategies in place
  - Targets will be monitored regularly
  - Regular review of school policies
- (c) Communication methods

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Newsletters to parents
- Calendar and news pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Text and email
- Most information is available electronically

The effectiveness of these adjustments will be monitored regularly and feedback will come from:

- Pupil interviews
- Parent surveys and meetings
- School Council
- Staff opinions (teaching and support)
- Governors
- Other visitors and users of the school
- Outside Agencies

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

- Curriculum
- Equality Scheme and Policy
- Staff Development/CPD
- Health & Safety (including off-site safety)
- Inclusion
- Behaviour Management/Anti-Bullying
- School Improvement Plan
- Teaching and Learning Policy

## **10 MONITORING**

The Governing Body will monitor the Accessibility Action Plan annually and measure the impact of any changes or initiatives on the quality of school life for those pupils on our Disability Register.

The Disability Register will be updated as and when necessary.

Formal review of this plan will take place after three years (March 2026)

## ACCESSIBILITY ACTION PLAN

**March 2023 – February 2026**

	Details	Responsible	Timescale	Outcome	Monitoring/Evaluation
Collecting views to inform plan	Medical issues collected from parents on completion of Pupil/Staff Data Collection Sheet and inputted on SIMS.	Admin.	Spring 2023 and annually	Definitive list pupils and staff with disabilities	Up to date and on-going.
	Collate pupil/parent views about ease of access and problems via individual interviews or surveys.	SENDCO.	Spring 2023 and annually	Systematic parental and client view taken	Ongoing – to be part of whole school parent and student surveys.
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents.	SENDCO / Director of Pupil Well-being / subject teachers / form tutors.	Spring 2023 and annually	Systematic parental and client view taken	Ongoing – to be part of whole school parent and student surveys.
	Keep staff updated in terms of information sharing, training and collection of their views.	SENDCO / Director of Pupil Well-being.	Spring 2023 and annually	Sharing knowledge and consistent understanding of information	Up to date and on-going.
	Discussion with parents and pupils at Parent's Evenings, EHCP reviews, etc. Use existing framework to discuss disability views.	SENDCO / subject teachers / form tutors.	Annual reviews	Systematic parental and client view taken	Up to date and on-going.

	<p>Conduct Health &amp; Safety inspection termly with attention to lighting, signage, fire alarms, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas e.g. playground, field, walkways into school</p>	Health and Safety Officer / Site Manager.	Termly inspection with Gov	H&S issues are identified	Up to date and on-going.
	<p>Plan for and act on the recommendations from these audits as far as possible and reasonable within the school's budget. (Further actions to be developed following the audit)</p>	Health and Safety Officer / Site Manager.	Report to Governing body termly		Up to date and on-going.
	<p>Disabled Parking spaces for disabled staff and school events, e.g. parents' evenings, musical concerts. (Permanent space only required if disabled staff are employed)</p>	Health and Safety Officer / Site Manager.	Disabled space provided for every school event - signs to be remarked Spr/Sum 2023		Spaces reserved but need marking.

Policies and Initiatives	Details	Responsible	Timescale	Outcome	Monitoring/Evaluation
	Set up a working group to lead the process and ensure implementation of this accessibility plan	SLT	Sum/Aut 23	Implementation of the plan	Up to date and on-going.
	Establish specific management responsibilities for inclusion within the school	SLT	Sum/Aut 23	Defined responsibility and effective management of Inclusion	This is a shared responsibility across all staff led by SLT and SENDCO.
	Review Behaviour policy	SLT	Annual check	Comprehensive school policy on managing behaviour	Arbor behaviour data Evaluation by SLT took place in 2022 (New working party reviewing current policy.)
	Include information and key documents on school website/learning platform	FM	Annual check	Effective communication of key information	Up to date and on-going.
	Admin Team to run report on Arbor for pupils/staff with disabilities, medical conditions, SEN, to create Disability Register (pupils and staff).	Admin	Spring 23 and annually	Provision of accurate information	Disability Register for students included in SEND Register.
	Complete a school census to record pupils and staff with disabilities.	Admin/DH	Spring 23 and annually	Provision of accurate information	Up to date and on-going.
	Use disability register as part of pupil assessment to analyse attendance, exclusions, academic performance. Information to be shared with SLT and Governing body	Admin/DH	Spring 23 and annually	Assessment and measurement of performance so that appropriate strategies can be put in place.	Up to date and on-going.

	Ensure pupils with a disability are included in performance meetings (framework for measuring and monitoring performance already in place).	SENDCO	Aut 23 and annually	Assessment and measurement of performance so that appropriate strategies can be put in place.	Up to date and on-going.
	Carry out audit of staff training needs :– <ul style="list-style-type: none"><li>- Disability equality training</li><li>- Visual impairment awareness</li><li>- Quality First Teaching and National Curriculum Inclusion Statement.</li><li>- Training on Reasonable Adjustments</li></ul>	SENDCO	Aut 23 and annual refreshers	Staff receive appropriate training based on needs.	Up to date and on-going.
	Specific Staff to receive Teamteach training if specific pupil with SEN (behavioural needs) identified this training requirement.	SLT	Sum 23		By Jul 2023
	Identified staff to receive pupil manual handling training for handling pupils with specific physical needs (if required).	SLT/SENDCO	Sum 23	Staff trained to prevent injuries to staff and pupils being handled.	As above.
	Ensure staff receive training as identified by the training audit. New staff and agency staff receive induction training which covers disability, SEN etc.	SLT	Aut 23 – INSET's and termly	Improved curriculum delivery for pupils with a disability	Up to date and on-going.
	Review of linked policies: SEN, H&S, Equal Opportunities, Managing Medicines. SEN – H&S – Equal Opportunity Managing Meds	SLT	Spring 23 and annually	Consistency between policies and information for staff	Up to date and on-going.
	Review admissions pack to include questions/information for parents with a disability	SLT	Spring 23 and annually	Parental views obtained	Ongoing

	Contact outside agencies to support families where required (CBC gypsy liaison support worker).	SENDCO / Director of Pupil Well-being.	ongoing	To assist with understanding of information	Up to date and on-going.
	Review way in which disability/managing medicines information is communicated to staff. <ul style="list-style-type: none"> <li>- Consider creating a class file with basic medical/SEN/disability information for visiting/supply teachers.</li> <li>- Review staff handbook/induction to include accessibility, disability etc</li> </ul>	SLT	Spring 23	Improved communication of information	Information included in SEND Register.
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	SLT	Sum 23	Improved access to information	Up to date and on-going. Key staff aware of parents / carers who need extra support and contact via telephone / face to face.

	Details	Responsible	Timescale	Outcome	Monitoring/Evaluation
Access to the Curriculum	Share good practice relating to disability issues and data	SENDCO	ongoing	Improvement in communication	Up to date and on-going.
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	SENDCO	Ongoing – see mon schedule	Improved performance from pupils with disabilities	Up to date and on-going.
	Review of resources and ICT provision with consideration to suitability and development of pupils on Disability Register. Develop use of coloured keyboards. Consider change of pixel size to improve size of screen print, appropriate levels of equipment	SENDCO	ongoing	Improved access to curriculum and performance	Up to date and on-going.

## Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- ASD
- speech and language impairments
- ADHD
- difficulties with sight and hearing
- asthma
- diabetes
- epilepsy

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEND register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – Pre-employment medical questionnaire completed.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	

Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

