



WEST GRANTHAM

Church of England Secondary Academy

ACCESSIBILITY PLAN

Review cycle:	Annual
Reviewed by:	Vice Principal Inclusion
Approved by:	Local Governing Body

VERSION	DATE	AUTHOR	CHANGES
1	14 December 2022	TP	New policy
2	21 March 2024	TP	Page 4 - Teachers ensure resources are adapted as required – eg: enlarged texts / exam papers.

Contents

1. Aims	1
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	5
5. Links with other policies	5

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. West Grantham Secondary Academy has adopted this Accessibility Plan in line with the Academy’s special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged and/or supported.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 PRACTICE	GOOD	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.</p> <p>Our school uses an adaptive teaching approach to ensure that the curriculum meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum as required.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Ensure any students with a disability are clearly identified and each student has a profile on need on Provision Map.</p>	<p>On-going training for all staff.</p> <p>Staff kept up to date with the latest research to inform best practice in supporting students with disabilities.</p> <p>Provision Map is updated regularly.</p>	<p>Vice Principal – Inclusion</p>	<p>First day INSET.</p> <p>Monthly briefings.</p> <p>On-going updates as necessary.</p>	<p>All staff have up to date information to inform of needs.</p> <p>Teaching is well-matched to individual needs.</p> <p>Student outcomes.</p>	

AIM	CURRENT PRACTICE	GOOD	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Ensure the environment is adapted to the needs of students as required:</p> <ul style="list-style-type: none"> • Lift and ramps available in some areas. • Disabled parking bays • Disabled toilets and changing facilities • Library is accessible to wheel chair use with some low shelves. • Stairs and corridors are kept clear of clutter and clean and tidy. 			Site Manager	Completed	Site audit
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Clear and visible signage around school. • Teachers aware of individual needs through provision map / SEND updates. Teachers ensure resources are adapted as required – eg: enlarged texts / exam papers. • Instructions / key messages provided on a 1:1 basis if necessary. 		<p>Provision Map regularly updated.</p> <p>Changes to student needs communicated to staff in monthly SEND briefings.</p>	Vice Principal – Inclusion.	<p>Monthly briefings.</p> <p>On-going updates as necessary.</p>	<p>All staff have up to date information to inform of needs.</p> <p>Teaching is well-matched to individual needs.</p> <p>Key information around the school site is clear.</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 reviewed by the Vice Principal for Inclusion/SENCO, the governing body and Principal.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy