Accessibility Plan

1   Introduction – what is the purpose of this plan?

The SEN and Disability Act 2001 (SENDA) extended the existing provision of the Disability Discrimination Act 1995 (DDA) to education services and premises. The school staff and the Governors of Great Heath Academy recognise that this places a number of overarching duties upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons

The school must prepare an accessibility plan detailing how the Governing Body intends to address the Act's duties – this plan must clarify how the school will meet three specific requirements:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the General Purposes Committee of the board of governors.

The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

2   Statement of Intent - Disability and Great Heath Academy

' A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

Great Heath Academy's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of gender, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

3   Existing Policies that support the Statement of Intent

Meeting the requirement of our Statement of Intent is consistent with the schools existing policies, including:

- Equal Opportunities
- Special Educational Needs Policy
- Anti-bullying
- Educational Visits
- Diversity awareness training for staff (eg training in supporting people with diabetes, epilepsy)

4   Existing adaptations that support the Statement of Intent

Previous Adaptations made to the school that are consistent with the Statement of Intent include:

- Disabled toilet next to the Sensory Room and close to the PE Hall
- Doors in all areas which are accessible to wheelchairs
- Installing interactive white boards in teaching rooms (it is recognised that children who have Learning Difficulties or who are sight-impaired find it easier to learn when an electronic white board is used)
  Provision of specialized chair and standing frame
- Provision of a disabled parking within the school car park

5   Access to this plan

- This plan will be made available upon request to any current or prospective parent who requests it
- We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school
- This plan will also be made available to any member of staff or applicant for a post at the school who requests it
- This plan will be available on the school's website
- This plan will be shared with Senior Leadership and will inform relevant aspects of the school's development plan

- This plan will be made available to Ofsted and ISI inspectors upon request

6   Accessibility Plan

Planned Outcome	Target	Tasks	Timeframe	Achievement	Results against targets
1 *To increase the extent to which disabled pupils can participate in the school curriculum* - All staff are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum	1.1 All staff (teaching and non-teaching) consider the effectiveness of their planning to show reasonable adjustments made	1.1a Re-evaluate plans at all levels in line with DDA 1.1b Undertake an audit of staff training needs based on this	Ongoing to meet the needs of children as they arise	Increased access to the National Curriculum for all school pupils	
	1.2 Staff are trained in disability-related issues when developing curriculum	1.2a Ensure staff training matrix reflects disability requirements 1.2b Training resource to be available to raise staff awareness	Ongoing to meet the needs of children as they arise	Increased access to the National Curriculum for all school pupils	
2 *To increase the extent to which disabled pupils can participate in the school curriculum* - All lessons reflect the needs of children with disabilities	2.1 Lesson plans are re-evaluated to ensure compliant with needs of disabled children	2.1a All staff re-evaluate lesson plans after awareness raising as required	By January 2018	Increase in access to all school activities for all disabled pupils	
	2.2 All out-of-school activities are planned to ensure the participation of the whole range of pupils	2.2a Accessibility audits of all planned activities 2.2b Review of out-of-school activities to ensure	providers comply with legislation	Ongoing to meet the needs of children as they arise	

Planned Outcome	Target	Tasks	Timeframe	Achievement	Results against targets
3 *To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services* - The structure and layout of the building reflects the needs of all children, including disabled children	3.1 The building is accessible to children with a range of disabilities	3.1a Building/ grounds are subject to an accessibility audit including physical disability, sensory impairment and learning difficulties 3.1b Outcome of audit including resource implications for remedial action to be reported back to Governors 3.1c Resources for improvement to be made available	As required	Children and adults can access all relevant areas of school safely and independently	
	3.2 Classrooms are optimally organised to promote the participation and independence of all pupils	3.2a Review and implement a preferred layout of furniture and equipment to support the learning process in all classrooms 3.2b Consider each class for specific needs of pupils attending in that term and make any adjustments	As required	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	

Planned Outcome	Target	Tasks	Timeframe	Achievement	Results against targets
4 *To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled* - Information is available in formats to suit all children and adults, including those with disabilities	4.1 The school will be able to provide written information in different formats when required for individual purposes	4.1a The school will make itself aware of the services available through the LA for converting written information into alternative formats 4.1b Review all current school publications including website to ensure meets disability requirements 4.1c Publicise the availability of different formats for those who may require it	As requested	Pupils, parents and the local community can get the information they need, in a format best suited for them	