



Accessibility Plan

ADOPTED :

January 2000

DATE OF LAST REVIEW :

January 2022

REVIEWED BY :

Executive Head Teacher

DATE OF NEXT REVIEW :

January 2025

Accessibility Plan

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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

At Gorse Ride Schools we aim to:

- treat all pupils fairly and with respect
- ensure all children have equal opportunity to access the National Curriculum
- ensure that the needs of pupils are identified and assessed and the appropriate support strategies are provided
- provide access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a curriculum for all pupils which is scaffolded and differentiated as appropriate We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs Where necessary, targeted support will be put into place for individuals and groups The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Pupils with disabilities are able to access the curriculum as well, and where possible as independently as their peers.</p> <p>All classes are equipped with necessary resources for all pupils.</p> <p>Pupils feel represented during their experience within school.</p> <p>All staff feel confident and have an appropriate level of knowledge and skills to deliver the curriculum to all pupils effectively.</p>	<p>Training for staff on appropriate scaffolds to use for supporting all children</p> <p>Assessment of all children to be undertaken termly using INSIGHT tracking</p> <p>Provision will be monitored and reviewed termly using Provision Map tool</p> <p>Regular curriculum reviews taking place throughout the year – subject leads responsible for these</p>	<p>Inclusion Manager</p> <p>Deputy Head Teacher</p> <p>Inclusion Manager</p> <p>Deputy Head Teacher</p>	<p>Annually as a refresher</p> <p>Termly</p> <p>Termly</p> <p>Annually</p>	<p>Pupils with disabilities are able to engage with the curriculum as effectively as their peers. Teaching and learning incorporates the needs of all effectively</p> <p>Staff are up to date with all relevant information and guidance and are able to teach effectively.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>All staff, pupils and visitors have equal access to the school site and building and are able to navigate easily.</p>	WBC to carry out work on some of the doors in infant school to ensure that stakeholders can fully access all aspects of the site independently.	WBC SBM to contact and liaise with WBC to ensure work is carried out.	Termly	School is compliant with all necessary accessibility measures and there is improved mobility and access throughout the site.
	Regular audits of school site for maintenance of provision	No areas will fall in to disrepair and points for improvements will be noted and acted upon.		Governor for H&S/ Site manager		
	Ensure venues for off-site trips are suitable in terms of transport, access, personal care, etc.	All pupils will have equal access to a broad and balanced learning experience.		Deputy Head Teacher	As required	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations <p>School correspondence such as newsletters and brochures to be made available in other formats</p>	<p>All pupils will have equal access to a broad and balanced learning experience.</p> <p>All stakeholders will have materials that make information accessible to them.</p>	<p>Ensure stakeholders know who to contact for information – links on website?</p> <p>Signs and symbols created as required using Widget software</p>	<p>SBM/ Admin for website updates</p> <p>Inclusion Manager for symbols</p>	<p>As required</p> <p>As required</p>	School is effective at meeting needs of all stakeholders.

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 Executive Head Teacher.

LINKS WITH OTHER POLICIES

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

- Risk assessment policy
- 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