



Thinking Schools Academy Trust

“Transforming Life Chances”

Accessibility Plan

Goodwin Academy



This policy was adopted on	June 2020
The policy is to be reviewed on	June 2023

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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.

The plan is 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, this 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 and staff.

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. This policy complies with our funding agreement and articles of association.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Close the gap between students with needs and those without.</p> <p>Appropriate allocation of support both long term and short.</p>	<p>Consistent use of thinking tools.</p> <p>Regular review of the needs of individuals, ensuring that this is communicated with parents and student.</p> <p>Lesson monitoring and use of the CDF to track interventions.</p>	<p>SENCo</p> <p>HoS/HoY</p>	<p>July 2021</p>	<p>Outcomes demonstrate that the gap is closing between groups.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To allow all students to access whole school facilities</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Food technology classroom has wheel chair accessible height. 	<p>To allow all students to access learning across the school.</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 approved by the governing board.

5. 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
- Health and Safety management system – Disabled worker's policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3	N/a		N/a
Corridor access	Width is suitable for accessibility	Ensure there are no obstructions	SJ	Daily
Lifts	One lift to access all floors	Ensure maintenance is up to date, limit usage where possible.	SJ	Every 6 months
Parking bays	6 disabled bay spaces close to reception.	Do not allow other vehicles to use the spaces.	SJ	Daily
Entrances	All doors are wide enough for accessibility.	Ensure there are no obstructions.	SJ	Daily
Ramps	No internal ramps, external path ramp.	Ensure there are no obstructions	SJ	Daily
Toilets	Accessible toilets on all floors.	N/a		N/a
Reception area	Automatic doors, accessible toilet reception.	Ensure doors are maintained and serviced. Ensure that there are no obstructions.	SJ	Daily

Internal signage	Disabled Toilets	N/a		N/a
Emergency escape routes	Evac chair team with detailed emergency evac procedures.	This is to be updated for any room/attendance change for this student and shared with team.	Evac chair team	When required