



Godmanchester Community Academy

# Accessibility plan

## 2021-2024

<b>Approved by:</b>	Theresa Shaw	<b>Date:</b> January 2022
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<b>Next review due by:</b>	January 2025	

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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.

*Our school values kindness and hard work. We believe that by placing these two values at the heart of all that we do, we will enable all of our pupils to achieve. We are clear with our pupils and staff that success and achievement requires hard work and persistence but that our school is here to support in any and every way that it can. We are also clear with our pupils and staff that kindness breeds kindness and through expecting kind words and actions from all we are also ensure that all benefit from the kind words and actions they will receive.*

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.

As part of the ACES Academy Trust we work closely with our sister primary and secondary schools to share good practice, adapt plans and policies and develop future plans.

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, staff and governors.

### 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.

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.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a broad curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Individual targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>a) Ensure all school visits and trips are accessible to all pupils.</p> <p>b) Ensure our PE curriculum is accessible to all pupils.</p> <p>c) Increase representation and visibility of people with disabilities throughout the curriculum and wider school offer.</p>	<p>a) Ensure all venues and transport are vetted for suitability; develop guidance on making trips accessible</p> <p>b) Review PE curriculum to include disability sports</p> <p>c) Identify people with disabilities to be celebrated within different subjects e.g., science, PE, art; organise and host visitors; celebrate the achievements of people with disabilities during assemblies</p>	<p>a) Clare Handley</p> <p>b) Anelka Tokley</p> <p>c) Tess Fielden</p>	<p>a) On-going</p> <p>b) Annually</p> <p>c) Annually</p>	<p>a) All pupils are able to access all school trips and take part in a range of activities.</p> <p>b) All pupils have access to PE and are able to achieve and succeed.</p> <p>c) Our curriculum acts as both a mirror and window, allowing our pupils to see themselves celebrated (mirror) but also celebrate the lives of others (window)</p>

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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"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width and layout</li> <li>• Accessible 'Wash-Dry' toilet and changing facilities</li> <li>• Yellow markings on entry and exit points</li> </ul>	<p>a)Ensure the elevator and accessible toilet are serviced and maintained to remain in good working order.</p> <p>b)Relocate and improve gardening area to enable access for all pupils</p> <p>c)Create a sensory garden for the enjoyment of all pupils.</p>	<p>a)Regularly service elevator and accessible toilet; promptly undertake any repair work needed.</p> <p>b)Move planting are to grass area opposite CIMA hall; raise planting beds</p> <p>c)Work with gardening club to design and plant/landscape a sensory garden</p>	<p>a)Tamsin Daniels</p> <p>b)Liz Harman</p> <p>c)Liz Harman</p>	<p>a)Annually</p> <p>b)July 22</p> <p>c)July 23</p>	<p>a)The elevator and disable toilet are in good working order</p> <p>b)The gardening area is accessible to all pupils</p> <p>c)A new sensory garden can be enjoyed by all pupils.</p>

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<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. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Mantrilingua</li> <li>• Pictorial or symbolic representations</li> <li>• Zychem</li> </ul>	<p>a)Improve internal signage to appropriately signpost for all pupils (size, location, type)</p> <p>b)All information presented via interactive whiteboards uses a buff background</p> <p>c)All classrooms use age-appropriate visual timetable.</p> <p>d)Resources are clearly labelled and organised in ways that are accessible to all pupils.</p>	<p>a)Review and update internal signage considering size, location, pictorial representation and Braille.</p> <p>b)Communicate expectation, monitor, support staff if needed.</p> <p>c)Communicate expectation, monitor, support and training if needed.</p> <p>d)Communicate expectation, monitor, support staff if needed.</p>	<p>a)Tess Fielden</p> <p>b)Victoria Stanley</p> <p>c)Victoria Stanley</p> <p>d)Victoria Stanley</p>	<p>a)July 2022</p> <p>b)January 2022</p> <p>c)January 2022</p> <p>d)July 2022</p>	<p>a)Internal signage is accessible to all pupils</p> <p>b)Material presented via the interactive whiteboard is accessible to the majority of pupils.</p> <p>c)All pupils can follow the timetable for the day and are aware of what is still to come.</p> <p>d)All pupils can access resources.</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 local governing committee.

## **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