



**Gooseacre Primary Academy**

# **Accessibility Plan 2022 - 2025**



At Gooseacre Primary Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the academy, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Gooseacre Primary Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

*This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. (Refer to Equality Policy and Plan)* The SEN and Disability Act 2011 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Since September 2002 academies have had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 increase access to education for disabled pupils.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Gooseacre Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the academy.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled pupils can participate in the curriculum;



- Improve the physical environment of academies to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils

### **Definition of disability**

The Disability Discrimination Act 1995 defines a disabled person as someone who has a “physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person’s life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.

Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS and severe disfigurements.



*Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.*

## Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on academies, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality / Accessibility Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

The following action plans relate to these key aspects of accessibility at Gooseacre Primary Academy. The plans will be reviewed and adjusted on an annual basis. The plans will contain relevant actions to:

- Improve access to the **physical environment** of the academy, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the academy and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a academy fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the academy such as participation in after-academy clubs, leisure and cultural activities or academy visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.



- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The Academy's complaints procedure covers the Accessibility Plan

The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### **Publishing the plan**

In order to meet the statutory requirements, we will:

- Publish our plan on the academy website;
- Raise awareness of the plan through the academy newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Target	Action	Timescale	Responsibility	Success Criteria
Improve access for physically disabled people.	To create access plans for individual disabled pupils when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process	Ongoing	Principal of Academy SENco	Access for all people is improved.
Ensure all fire escape routes are suitable for all and that all disabled pupils can be safely evacuated.	Conduct audit around the academy  Ensure that wheelchair users can access and evacuate routes around the academy safely.  Personal evacuation plans in place where necessary	Termly  Ongoing  Ongoing	Principal of Academy SENco Premises Manager	All disabled staff, pupils and visitors able to have safe independent evacuation routes.
Access into academy and reception to be fully compliant	Designated disabled parking  Lifts fitted where necessary and regularly maintained  Clear route through academy for disabled people, allowing access to all areas	Ongoing  Ongoing  Ongoing	Principal of Academy Premises Manager	Physical accessibility of academy increased
Improve signage to indicate access routes around academy	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around academy  Provide access plan of building in reception area	Ongoing maintenance	Premises Manager	Disabled people aware of wheelchair access to all parts of the academy

Target	Action	Timescale	Responsibility	Success Criteria
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	Ongoing	SENCO Head of Academy	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	SENCo Head of Academy	Communication improved for hearing impaired people.
Ensure that all outdoor and play areas are accessible for all children including those with disabilities.	Audit the outdoor, play areas and equipment with children and their parents to identify any access difficulties.	Ongoing Maintenance	All Staff SENCo Head of Academy	Playgrounds can be accessed by everyone safely and independently.

## Improving the Curriculum Provision

	Target	Action	Timescale	Responsibility	Success Criteria
2.1	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	Ongoing and as required	Head of Academy SENco	Raised staff confidence in strategies for differentiation and increased pupil participation
2.2	Ensure all staff have specific training on disability needs	Be aware of staff training needs Staff access appropriate CPD	Ongoing and as required	SENCo Head of Academy	Increased awareness and understanding of individual needs.
2.3	All out-of-academy activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-academy provision to ensure compliance with legislation	Ongoing and as required	SENCo PE Lead	Increase in access to all academy activities for all disabled pupils
2.4	Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	Ongoing and as required	SENCO	Increased awareness from all staff of individual need.
1.5	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Head of Academy EVC	All pupils in academy able to access all educational visits and take part in a range of activities
1.6	PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into academy	Ongoing	PE Lead	Everyone has access to PE



1.7	Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	Ensure a range of disabilities are represented in curriculum resources, displays etc. Ensure disability issues are discussed with the children across the curriculum and in assemblies.	Ongoing	All Staff	Increased awareness of disability issues throughout the curriculum
1.8	Classrooms are organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual class bases	Ongoing and as required	SENCO Class Teachers	Increase in access and independence to the National Curriculum

### Improving the delivery of written information

Target	Action	Timescale	Responsibility	Success Criteria
Availability of written material in alternative formats when specifically requested.	The academy will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Head of Academy SENco Office	Delivery of information to disabled pupils improved
Make available academy brochures, academy newsletters and other information for parents in alternative formats when specifically requested.	Review all current academy publications and promote the availability in different formats when specifically requested	Ongoing	Head of Academy SENco Office	Delivery of academy information to parents and the local community improved
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English Academy office will support and help parents to access information and complete academy forms Ensure website and all document accessible via the academy website can be accessed by the visually impaired. Provide information in simple language, symbols, large print	Induction  Ongoing	Head of Academy SENco Office	All parents receive information in a form that they can access All parents understand what are the headlines of the academy information

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	<i>Ongoing</i>	SENco Class teachers Office	All information is received in a form that can be accessed.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	<i>Ongoing</i>	SENCO	Staff able to produce appropriate documentation
Languages other than English to be visible in academy	Multi lingual signs and displays around the academy.	Ongoing	SENCo	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	Ongoing	SENCo Office	Pupils and/or parents feel supported and included

