

ACCESSIBILTY PLAN

2025-2028

Gordon Children's Academy

Part of Thinking School's Academy Trust Date of determination: September 2025



Nicola Youseman - Headteacher

Gordon Children's Academy Accessibility Plan

SCHOOL AIMS

ACHIEVEMENT

To enable all pupils to achieve high standards in all areas of the curriculum, to enjoy their learning, achieve well and make very good progress in relation to their prior attainment. (*ECM*3)

BEHAVIOUR AND SAFETY

To enable all pupils to be confident and self-motivated and to take advantage of opportunities to make a positive contribution to the school and wider community. (ECM4)

LEADERSHIP AND MANAGEMENT

To plan realistically, making effective use of the school's resources in order to achieve the best possible learning outcomes for pupils, together with developing effective working relationships with all other agencies involved in achieving ECM outcomes.

We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents/carers 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.

The Gordon Children's Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as
 necessary. This covers improvements to the physical environment of the school and physical
 aids to access education
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as
 necessary to ensure that pupils with a disability are as, equally, prepared for life as are the ablebodied pupils. This covers the teaching and learning and the wider curriculum of the school
 such as participation in after-school clubs, leisure and cultural activities or school visits. It also
 covers the provision of specialist aids and equipment, which may assist these pupils in
 accessing the curriculum

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

Attached is an Action Plan relating to key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. New plans will be drawn up every 3 years.

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

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equality Scheme
- Curriculum
- Equal Opportunities and Diversity
- Staff Development records
- Health and Safety (including off-site safety)
- Inclusion
- Special Needs
- Promoting Self Esteem and Positive Behaviour
- School Improvement Plan
- Asset Management Plan
- School Prospectus
- Teaching and Assessment
- Learning
- Complaints Procedure

The Accessibility Plan will be published as part of our Single Equality Plan on the school's website.

The Plan will be monitored through the Governing Body

Key Objective	Actions	Ву	Timeframe	Impact, Outcomes and
Improvements in		whom		evidence
access to the				
curriculum.				
Staff have	Ensure that	Subject	Ongoing	Curriculum Leaders
available	resources and	Leaders		ensure policies and
necessary	equipment meet the			practise is inclusive.
resources and	physical needs of our			Monitored through
can select these	pupils so that all			classroom observations,
to ably support	pupils can access the			plans and pupil
pupils	curriculum.			assessment.
Increase	Compile and track	SLT	Ongoing	Raised confidence in
confidence	staff CPL and			strategies for adaptive
of all staff in	training needs to			teaching and increased
adaptive	build into cycle of			pupil participation.
teaching	training on adaptive			Staff have access to
strategies	teaching and how			progression of skills and
	this can support			knowledge for all
	specific need			subject areas.
Ensure staff have	Staff undertake self-	AHT	Ongoing	All staff have a strong
specific training	evaluation to			understanding of how to
on disability	ascertain training			support possible
awareness	needs			challenges that may be
	Awareness training			faced by families
	is undertaken by all			
	staff as a regular			
	cycle			
Key Objective	Actions	By whom	Timeframe	Impact, Outcomes and evidence
Improving access				
to the physical				
environment				

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including whitehoods	provision of	be accessed in			where necessary.
range of formats including whiteboards.	information in a	alternative forms.			IT is accessible,
	range of formats				including whiteboards.

for disabled				
pupils.				
Key Objective	Actions	Ву	Timeframe	Impact, Outcomes and
Improving the		whom		evidence
delivery of				
information to				
disabled pupils				
Review	Provide information	AHT	Ongoing	All stakeholders can
information to	in a variety of			support the child to
parents/carers to	formats, including			develop
ensure it is	'child friendly'			
accessible				
Improve the	Provide suitably	СТ	Ongoing	Clear communication
delivery of	enlarged, clear print			means children are
information in	with a visual			better supported
writing in an	impairment or			
appropriate	coloured paper/book			
format	for dyslexic or			
	children with Irlens			
	syndrome			