

ACCESSIBILITY PLAN

2023-2025

Gordon Children's Academy

Part of Thinking School's Academy Trust Date of determination: May 2020



Nicola Youseman - Headteacher CHILD FIRST - ASPIRE - CHALLENGE - ACHIEVE

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 able-bodied

- 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. The information should be made available in various preferred formats within a reasonable time frame

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

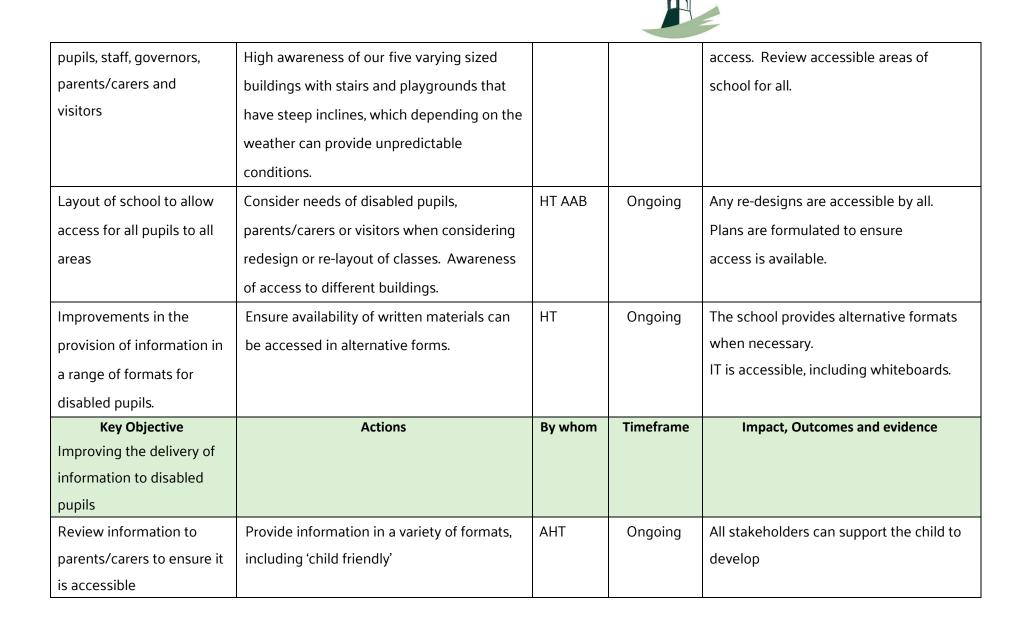
The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- 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	By whom	Timeframe	Impact, Outcomes and evidence
Improvements in access to				
the curriculum.				
Staff have available	Ensure that resources and equipment meet	Subject	Ongoing	Curriculum Leaders ensure policies and
necessary resources and	the physical needs of our pupils so that all	Leaders		practise is inclusive. Monitored through
can select these to ably	pupils can access the curriculum.			classroom observations, plans and pupil
support pupils				assessment.
Increase confidence	Compile and track staff CPL and training	SLT	Ongoing	Raised confidence in strategies for
of all staff in differentiating	needs to build into cycle of training			differentiation and increased pupil
the curriculum				participation. Staff have access to
				progression of skills and knowledge for all
				subject areas.
Ensure staff have specific	Staff undertake self-evaluation to ascertain	AHT	Ongoing	All staff have a strong understanding of
training on disability issues	training needs			challenges and issues that may be faced
	Awareness training is undertaken by all staff			by families
	as a regular cycle			
Key Objective	Actions	By whom	Timeframe	Impact, Outcomes and evidence
Improving access to the				
physical environment				
The school is aware of the	Ensure access to the building is maintained	HT and	Ongoing	No pupil or visitor is excluded from taking
access needs of disabled	for all pupils and visitors.	AAB		part in any activity due to lack of physical



Improve the delivery of	Provide suitably enlarged, clear print with a	СТ	Ongoing	Clear communication means children are		
information in writing in an	visual impairment or coloured paper/book			better supported		
appropriate format	for dyslexic or children with Irlens syndrome					