



*Thinking Schools Academy Trust*  
**“Transforming Life Chances”**

**The Gordon Children’s Academy**

**ACCESSIBILITY PLAN**

This policy was adopted on	May 2020
This policy is to be reviewed on	May 2022

# 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. (ECM3)

### 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

<b>Key Objective</b> Improvements in access to the curriculum.	<b>Actions</b>	<b>By whom</b>	<b>Timeframe</b>	<b>Impact, Outcomes and evidence</b>
Staff have available necessary resources and can select these to ably support pupils	Ensure that resources and equipment meet the physical needs of our pupils so that all pupils can access the curriculum.	Subject Leaders	Ongoing	Curriculum Leaders ensure policies and practise is inclusive. Monitored through classroom observations, plans and pupil assessment.
Increase confidence of all staff in differentiating the curriculum	Compile and track staff CPL and training needs to build into cycle of training	SLT	Ongoing	Raised confidence in strategies for differentiation and increased pupil participation. Staff have access to progression of skills and knowledge for all subject areas.
Ensure staff have specific training on disability issues	Staff undertake self-evaluation to ascertain training needs Awareness training is undertaken by all staff as a regular cycle	AHT	Ongoing	All staff have a strong understanding of challenges and issues that may be faced by families
<b>Key Objective</b> Improving access to the physical environment	<b>Actions</b>	<b>By whom</b>	<b>Timeframe</b>	<b>Impact, Outcomes and evidence</b>
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	Ensure access to the building is maintained for all pupils and visitors. High awareness of our five varying sized buildings with stairs and playgrounds that have steep inclines, which depending on the weather can provide unpredictable conditions.	HT and AAB	Ongoing	No pupil or visitor is excluded from taking part in any activity due to lack of physical access. Review accessible areas of school for all.
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering redesign or re-layout of classes. Awareness of access to different buildings.	HT AAB	Ongoing	Any re-designs are accessible by all. Plans are formulated to ensure access is available.
Improvements in the provision of information in a range of formats for disabled pupils.	Ensure availability of written materials can be accessed in alternative forms.	HT	Ongoing	The school provides alternative formats when necessary. IT is accessible, including whiteboards.

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