Accessibility Plan

Contents

1. **Aims**

1.1. Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

    1.1.1. Increase the extent to which disabled students can participate in the curriculum

    1.1.2. Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided

    1.1.3. Improve the availability of accessible information to disabled students

1.2. Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

1.3. GWA places each individual child at the heart of what we do. Our aim is to encourage achievement, care and excellence in everything, regardless of student ability or background.

1.4. The Accessibility Plan will be made available online on the Academy website, and paper copies are available upon request.

1.5. Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.6. The Academy supports any available partnerships to develop and implement the plan.

1.7. Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academy, this procedure sets out the process for raising these concerns.

1.8. *We have included a range of stakeholders in the development and review of this accessibility plan, including students, parents, staff and governors of the Academy.*

2. **Legislation and Guidance**

2.1. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for Academies on the Equality Act 2010.

2.2. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

2.3. 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.

2.4. Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.5. This policy complies with our funding agreement and articles of association.

3. **Action Plan**

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	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	We use resources tailored to the needs of students who require support to access the curriculum.	*To ensure students are able to access the curriculum at all times.*	*Staff training in differentiation of resources.*	*DCL*	*Sept*	*Students (and their teachers) report successful access curriculum.*
	Curriculum resources include examples of people with disabilities.	*To model to students that disabled people can be successful. To exemplify to student s the difficulties faced by disabled pupils. To encourage Care by our students for others.*	*Annual audit of curriculum content.*	*DCL*	*July*	*Curriculum to feature case studies of disabled people to allow celebration of success and understanding of needs.*
	Curriculum progress is tracked for all students, including those with a disability.	*To ensure any students with a disability are making progress at least in line with their peers.*	*Regular data drops and reporting to parents, followed up with intervention where necessary.*	*DCL/GDA*	*Termly*	*Progress reports issued regularly. Progress reports indicate any students with disabilities are making progress at least in line with their peers.*
	Targets are set effectively and are appropriate for students with additional needs.	*To ensure students are provided with realistic, achievable, but challenging targets regardless of ability.*	*Regular target setting by individual teachers. Specific target setting on student ILPs following each reporting cycle.*	*All*	*Ongoing*	

	The curriculum is reviewed to ensure it meets the needs of all students.	*To ensure ongoing revision of curriculum content to support all learners.*	*Annual audit of curriculum content.*	*DCL*	*July*
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: Ramps Elevators Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height	*To ensure disability is no barrier to accessing learning at GWA*	*Annual site audit*	*EFR*	*Sept*
Improve the delivery of information to students with a disability	Our Academy uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources where requested Pictorial or symbolic representations Signing at key parental events	*To ensure disability is no barrier to accessing learning at GWA*	*Audit of need*	*LWI*	*Sept*

4. Monitoring arrangements

4.1. This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

4.2. It will be approved by the governing board.

5. Links with other policies

5.1. This accessibility plan is linked to the following policies and documents:

    5.1.1. Risk assessment policy

    5.1.2. Health and safety policy

    5.1.3. Special educational needs (SEN) information report

    5.1.4. Supporting students with medical conditions policy

    5.1.5. Equal opportunities policy

6. Version control

Date of adoption of this policy	
Date of last review of this policy	
Date for next review of this policy	
Policy owner (SMT)	Graham Davis

Signed   Date   Signed   Date

Principal   Chair of Trustees