

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. Monitoring Arrangements

- 3.1. This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.
- 3.2. It will be approved by the governing board

Policy Owner	Mrs E Frobisher- Business Manager
Date of Last Review	June 2020
Date of Governors' Meeting	8 July 2020
Date of Next Review	June 2022

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4. Links with other policies

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

- 4.1.1. Risk assessment policy
- 4.1.2. Health and safety policy
- 4.1.3. Special educational needs (SEN) information report
- 4.1.4. Supporting students with medical conditions policy
- 4.1.5. Equal opportunities policy

Accessibility Plan

5. Action Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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.	<i>To ensure students are able to access the curriculum at all times.</i>	<i>Staff training in differentiation of resources.</i>	DCL	Sept	<i>Students (and their teachers) report successful access curriculum.</i>
	Curriculum resources include examples of people with disabilities.	<i>To model to students that disabled people can be successful. To exemplify to students the difficulties faced by disabled students. To encourage Care by our students for others.</i>	<i>Annual audit of curriculum content.</i>	DCL	July	<i>Curriculum to feature case studies of disabled people to allow celebration of success and understanding of needs.</i>
	Curriculum progress is tracked for all students, including those with a disability.	<i>To ensure any students with a disability are making progress at least in line with their peers.</i>	<i>Regular data drops and reporting to parents, followed up with intervention where necessary.</i>	DCL/GDA	Termly	<i>Progress reports issued regularly. Progress reports indicate any students with disabilities are making progress at least in line with their peers.</i>

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	Targets are set effectively and are appropriate for students with additional needs.	<i>To ensure students are provided with realistic, achievable, but challenging targets regardless of ability.</i>	<i>Regular target setting by individual teachers. Specific target setting on student ILPs following each reporting cycle.</i>	<i>All</i>	<i>Ongoing</i>	
	<i>The curriculum is reviewed to ensure it meets the needs of all students.</i>	<i>To ensure ongoing revision of curriculum content to support all learners.</i>	<i>Annual audit of curriculum content.</i>	<i>DCL</i>	<i>July</i>	
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	<i>To ensure disability is no barrier to accessing learning at GWA</i>	<i>Annual site audit</i>	<i>EFR</i>	<i>Sept</i>	
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	<i>To ensure disability is no barrier to accessing learning at GWA</i>	<i>Audit of need</i>	<i>LWI</i>	<i>Sept</i>	