

Accessibility plan

2017-2020



Section 1: Introduction

This plan is to be read in conjunction with the GMA and BEST's Equalities Policy, SEND Policy and HR documents.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents 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.
2. Gothic Mede Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed by senior leadership and updated annually and advice will be sought as necessary from other leaders within BEST.
4. This plan sets out the proposals of the Governing Body of the school to strategically increase access to students in the three areas required under Schedule 10 of the Equalities Act 2010:
 - increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
 - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new Plan for the following period.
6. **If a pupil with a disability is given a place at Gothic Mede Academy any adaptation will be made to accommodate pupil's needs.**

7. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
8. The plan will be shared with staff and governors at meetings and will be published on our website and available from the school office on request.
9. Complaints about the plan or our equality policy can be made in line with our Complaints Policy.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

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 pupils with a disability	<ul style="list-style-type: none"> • Staff have received training for how to support pupils with high incidence SEND 	<ul style="list-style-type: none"> ➤ To have a better understanding of current accessibility needs of pupils and adults in school (short term) 	<ul style="list-style-type: none"> ➤ Audit of pupil needs and staff training to meet those needs 	SENDCo	July 2017	The accessibility needs of the school community have been shared with all staff. The use of other professional partners has been made available.
		<ul style="list-style-type: none"> ➤ All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils (short term) 	<ul style="list-style-type: none"> ➤ Review all out-of-school provision to ensure compliance with legislation 	Administrative assistant/ SENDCo	July 2017	Each afterschool club has recorded considerations of how pupil with SEND in the school can access the club.

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
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Clear and wheelchair accessible access for pupils through the school gates • DDA toilet 	➤ Improve access to the school through the reception area (medium term)	➤ Replace current doors with automatic doors Open up reception area	Principal/ BEST	September 2017	There is easy access for all members of the school community through the front of the school.
		➤ Create capacity for children and adults with self-care needs (medium term)	➤ Add shower to DDA toilet	Principal/ BEST/Site agent	December 2017	There is a shower and changing facilities for those with self-care needs.
		➤ To enable all children, staff and visitors to be able to assemble in the case of a fire with the rest of the school (long term)	➤ Create pathway leading to wheelchair accessible area on field by assembly point	Principal	September 2018	There is wheelchair-friendly access to the fire assembly point.
Improve the delivery of written information to pupils	<ul style="list-style-type: none"> • Good level of understanding of high-incidence SEND 	➤ To have a better understanding of how accessible classroom information is for pupils with high-incidence SEND (medium term)	➤ Review how accessible classroom information is for pupils with high-incidence SEND	Alison Sugden	September 2017	A review has been carried out of how accessible classroom information is for pupils with high-incidence SEND.

Written by:
Thomas Clarke, Interim Principal - February 2017
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