

Building resilience not reliance.



Accessibility Policy & Plan

We are a Rights Respecting School in accordance with UNICEF (United Nations Children's Fund). Our aim is to promote and protect the rights of all children in Ganton School to an education, to be healthy, to have a childhood, to be treated fairly and to be heard so that they can survive, grow, participate and fulfil their potential. Ganton School puts the United Nations Convention on the Rights of the Child (CRC) at the heart of all policies, practice and ethos.

Everyone at Ganton School who comes into contact with children and families has a role to play in safeguarding and promoting the welfare of children by;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
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Working Together to Safeguard Children 2018

Headteacher: Mr Alec Young

Review Date: September 2024

An inclusive community committed to excellence in personalised learning and well-being.



1. Introduction

This policy aims to treat all stakeholders favourably and wherever possible take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to provide equal opportunities for all pupils.

2. Purpose

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

3. Objectives

Ganton School is committed to providing an environment that enables full curriculum access, 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 taking positive action in the spirit the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents’ knowledge of their child’s disability and its effect on their ability to carry out every day activities and respects the parents and child’s rights to confidentiality.

The schools accessibility plan shows how access is to be improved for all pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

4. Key aspects of the accessibility plan

The Accessibility Plan details relevant and timely actions to:-

- a) Physical environment access: improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school.
- b) Curriculum access: increase access to the curriculum for all pupils’ by expanding the curriculum as necessary to ensure that all pupils are as equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities

or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in assessing the curriculum within a reasonable timeframe.

- c) Written information access: improve the delivery of written information to pupils, staff, parents and visitors to address their disability; examples might include hand-outs, symbolised and written timetables, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

5. Monitoring and review of the plan

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through LGB with the health and safety governor leading this area.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Accessibility plan 2023-2024

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 formal information to pupils

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

Reviewed By Alec Young 12.9.23

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
Increasing the extent to which disabled pupils can participate in the school curriculum	<i>Embed Personal development to ensure that provision is in line with PD frame work and pupils have access to a broad and balanced curriculum. (SIP objective 23-24)</i>	<ul style="list-style-type: none"> • Leaders to work with curriculum lead to establish roles and responsibilities • Further develop the implementation of the Gatsby benchmark in school to ensure that all pupil have access • Further refine Curriculum intent In PHSCE, and RE to ensure that Ganton is a fully inclusive community that promotes good health, SMSC and excellent attendance 	<ul style="list-style-type: none"> • Leaders will develop the Gatsby Bench mark to ensure that wider curriculum planning provides pupils opportunity and exposure to a broad range of activities that extend beyond academic, technical or vocations • Reviewing and refining the PHSCE curriculum so that it identifies specific knowledge components 	<p>Autum 1</p> <p>Spring 1</p>	<p>100% of pupils will make successful transition to appropriate next steps</p> <p>100% of pupils achieve relevant accreditation</p> <p>100% of pupils receive careers support as per Gatsby bench mark</p>

		<ul style="list-style-type: none"> • CPD for staff and support around resourcing communication and sensory visuals • CPD staff – fundamentals of learning project (HET) 			
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Section 3: Access Audit

Area	Description	Actions to be taken	Responsibility	Date to complete action by
Stairway access	Stairs are kept clean, tidy and free from obstruction at all times.	Maintain and ensure access	All staff, Site teams	Ongoing
Corridor access	Corridors are wide with allocated areas for parking of wheelchairs and standing frames.	Ensure pupil equipment does not block corridors	Class teams	Ongoing
Lifts	Service level agreement in place for Maintenance	Review service annually	Site manager at both sites.	Ongoing
Parking bays	Disabled parking bays marked	Identify suitable spaces and allocate	Constellation Trust/HET, Site Manager	Ongoing
Entrances	Automatic front doors and enclosed lobby	None required	SBM, Ganton & CPPS Admin, Site Teams	Ongoing
Hoists	Dedicated PMLD rooms, Nursery classroom hygiene suite, hydrotherapy pool changing areas, hygiene suites. In addition, a mobile hoist is available. Service level agreements in place for all servicing across both sites.	Ensure service is carried out every 6 months	JW, SLT, SBM	Ongoing
Toilets	Sluice areas have hoists and disabled toilets are available and alarmed.	Ensure service is carried out every 6 months	JW, SBM, Site Teams	Ongoing

Reception area	Accessible to wheelchair users	None required	HT	Ongoing
Internal signage	Directional signs in place. New signage required for change of room use and additional office space at both sites.	Site Teams. To ensure signage is procured and suitably sited.	SBM	On-going
Emergency escape routes	Fire evacuation plan in place	Weekly testing of system. Monitor cyclical maintenance of the system Termly fire evacuation drills.	Site Managers HT	Ongoing
Accessible transport	4 minibuses across both sites, one with wheelchair access to ensure users can access the community. Sufficient number of staff trained to drive the minibuses to support Community Visit and Sporting Event curriculum.	Regular servicing of the minibuses. Rolling programme of training for nominated minibus drivers	DS – EVC, SBM, AHTs.	Ongoing

Initial Equality Impact Assessment																									
Impact Groups			Pupils			Staff			Families			Governor s			Volunteers			Visitors			Wider Community				
			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>							
Does or could this policy have a negative impact on any of the following?																									
Age			Disability			Gender/ Gender Identity			Marriage / Marital status			Pregnanc y or Maternity			Race			Religion or Belief			Sexual Orientatio n			Verdic t	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Does or could this policy help to promote equality for any of the following?																									
Age			Disability			Gender/ Gender Identity			Marriage / Marital status			Pregnanc y or Maternity			Race			Religion or Belief			Sexual Orientatio n			Verdic t	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Does data collected from the equality groups have a positive impact on this policy?																									
Age			Disability			Gender			Gender Identity			Pregnanc y or Maternity			Race			Religion or Belief			Sexual Orientatio n			Verdic t	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Conclusion:						We have come to the conclusion after taking an initial equality impact assessment that a full assessment is / is not required.																			
Status of Policy:						Existing Policy																			
						New/Proposed Policy																			
						Updated Policy																			
Initial Equality Impact Assessment completed by:																									
Eddy Wharton																									
Initial Equality Impact Assessment approved by:																									
SLT																									
Date: 13.12.19																									