



THE **GREETLAND** ACADEMY

Accessibility Plan Policy

Approved by:	Local Governing Board		
Responsible department:			
Last review date:	September 2024	Last reviewed by:	Helen Crowther
Last updated:	September 2023	Last updated by:	Sarah Kaler
Next review due :	September 2025		

Greetland Academy

Accessibility Plan 2024- 2025

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum with high expectations for all of our children. Greetland Academy is committed to providing an environment that enables full curriculum access that 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 of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of Plan

The purpose of this plan is to show how Greetland Academy intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information.
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010

Greetland Academy

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Greetland Academy's Accessibility Plan endeavours to cover the statutory areas detailed below.

- Increasing Access for disabled pupils to the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- Through regular self-review and continuous professional development (CPD) we aim to enhance staff's knowledge, skills and understanding to promote excellent teaching and learning for all children.
- All children are permitted to attend age relevant extra-curricular clubs, leisure, cultural capital activities and educational visits.
- Improving access to the physical environment of the school. This includes improvements to the physical environment of the school and physical aids to access education.
- Resource provision is kept under constant review
- Provision in exceptional circumstances will be negotiated when a pupil's specific needs are understood.
- Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.
- The current level of need will need to be established and respond to changes in the range of need
- Greetland Academy will need to identify agencies and sources of such materials to be able to make provision when required.
- ICT infrastructure will enable us to access a range of materials.

Financial Planning and control

The Principal, SLT and the trust finance team will review the financial implications of the accessibility plan as part of the normal budget review process.

Access to the physical environment					
Accessibility Outcome	Action	Who	Long Term	Time Frame	Notes
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilet and ensure there is a clinical waste bin.	Site Manager	LT	In Place	Mechanical hoist on site KS1
Access into school and reception to be fully compliant	Entrance doors – Ground floor all on one level	Site Manager	LT	In Place	New reception KS2 DDA compliant
Majority of areas accessible for people with disabilities	Consider the needs of pupils (and staff/visitors) with physical difficulties and sensory impairments when planning. All buildings and playground areas fully accessible for wheelchair use.	SENDCO Site Manager	LT	In Place	Dedicated disabled parking space on site.
Reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments if necessary. Liaise with external agencies, identifying training needs and implementing training when needed.	Site Manager	LT	In Place	

Maintain safe access around the exterior of the school	Ensure that pathways are kept clear of hazard items and vegetation	Site Manager	LT	In Place	
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Site Manager	LT	In Place	

Access to the curriculum					
Accessibility Outcome	Action	Who	Long Term	Time Frame	Notes
Effective communication and engagement with parents.	Termly meetings IEP meetings with teacher (and SENDCo) and parents/carer	SENDCO	Medium	In Place	
Staff are trained regularly re additional needs.	Regular meetings/training relevant to the needs of the children	SLT Class Teachers Regular meetings/training relevant to the needs of the children	Medium	In Place	
Pupils with additional needs make expected progress	Half termly pupil progress meetings Regular monitoring IEPs reviewed every term in consultation with parents Home learning is accessible Support within lessons is differentiated accordingly and Tailored to child's needs	SENCO Class Teachers	Half Termly Review	In Place	

Classrooms and lessons are fully accessible to all learners	Learning activities are differentiated accordingly. Resources are deployed to best suit the needs of the children (adult support and/or physical resources)	Class Teachers	Short	Ongoing	
Adaptions to the curriculum to meet the needs of individual learners	Nurtured support Individual physiotherapy/OT programmes Speech and Language Therapy	Class Teachers SENDCO	Short	Ongoing	
Appropriate use of specialised equipment to benefit pupils and staff	Dyslexia friendly resources available in all classrooms: coloured overlays, pencil grips Equipment to support sensory needs: peanut balls, medicine balls, scooter boards etc.	Class Teachers SENDCO	Medium	Ongoing	
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	Risk assessments will be taken where appropriate. Providers will comply with all legal requirements	SENDCO All Staff	Short Term	Ongoing	

Access to Information and Guidance					
Accessibility Outcome	Action	Who	Long Term	Time Frame	Notes
Access to written information for pupils, parents and visitors is improved	Create and offer information in alternative formats Access arrangements are considered and put in place for statutory testing.	SLT	Long	Yearly	
Parents with a disability, medical condition or other access needs have reasonable adjustments made so they can fully support their child's education	Adopt a proactive approach to identifying the access arrangements of parents and make reasonable adjustments where possible. SENDCO to work with parents and identify support for them.	SLT SENDCO	Long	Yearly	Direct to Calderdale Services SENDIASS Unique Ways

Compliance with Equality Act					
Accessibility Outcome	Action	Who	Long Term	Time Frame	Notes
Policies reflect whole school inclusive practice and procedure	Policies to be reviewed annually	SENDCO	Long	Yearly	
Policies are coproduced with governors and other stakeholders	Policies are shared at governor meetings before being agreed and placed on the school website.	SLT	Long	Yearly	

<p>All staff understand the needs of the children at Greetland Academy</p>	<p>Regular training for all staff in managing the changing needs of the children.</p> <p>Close liaison with preschools/previous settings to ensure information about the needs of new children to the school are shared with key staff</p>	<p>SENCO</p>	<p>Long</p>	<p>Yearly</p> <p>When new pupil joins</p>	
<p>The majority of areas are accessible for people with disabilities</p>	<p>Regular safety checks conducted to existing adaptations/signage.</p> <p>The physical needs of pupils, staff and visitors are considered when planning and undertaking future improvements and refurbishments of the site and premises.</p>	<p>SENDCO</p> <p>Site Manager</p> <p>SLT</p>	<p>Long</p>	<p>Yearly</p>	
<p>Reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<p>Personalised risk assessments / PEEP and care plans created and reviewed as necessary</p> <p>Care plans and risk assessments shared with parents and staff</p>	<p>SENCO</p> <p>SLT</p> <p>All Staff</p> <p>Site Manager</p>	<p>Long</p>	<p>Termly</p>	

	<p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p> <p>Liaison with external agencies to identify training needs and implement training when required</p>				
--	---	--	--	--	--

Reviewed – September 2024