

GARSTANG COMMUNITY ACADEMY

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Accessibility Plan 2016-17



Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, school governing bodies have had three key duties towards pupils with a disability, under part four of the DDA:

- Not to treat pupils with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for pupils with a disability.

This plan sets out the plan of the Academy to increase access to education for pupils with a disability in the three key areas required by the planning duties of the DDA:

- Increasing the extent to which pupils with a disability can participate in the curriculum;
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of the education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who do not have a disability.

It is a requirement that the Academy's Accessibility Plan is resourced, implemented, reviewed and revised appropriately. This plan contains a set of action plans showing how the Academy will address the priorities identified in the plan.

Definition of disability

Disability is defined by the DDA in this way: "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."

The purpose and direction of the school's plan:

Vision and Values at Garstang Community Academy, we are committed to giving all our pupils and staff every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all pupils and staff. We promote the achievement and individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background. This plan is to be read in conjunction with the academy's Equality objectives, Health and Safety Policy, Special Educational Needs Policy and the Behaviour for Learning Policy, all published on the school's website.

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We are also committed to offering an increase in access to the curriculum for pupils with a disability, ensuring that those with a disability are as, equally, prepared for life as are those pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

We aim to be an inclusive school and actively seek to remove any barriers to learning that can hinder or exclude pupils. This means that equality of opportunity must be a reality for all our children:

- Girls and boys
- Minority ethnic and faith groups
- Children needing support to learn English as an additional language
- Children with special educational needs
- Children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil and staff data We currently have children and staff from a range of backgrounds and with a diversity of need; Cerebral Palsy, Asthma, diabetes, eczema, hearing impairment, visual impairment. epilepsy , congenital deformity such as club foot and some rare syndromes

We liaise closely with parents and professionals to ensure we provide the right care for their needs. We also collect information from Primary Schools and other educational settings prior to pupils' starting in Year 7 (or at other times in the year) so that we are prepared for their needs when they begin school. We offer regular access to Occupational Health for our school staff.

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MAIN PRIORITIES OF THE PLAN

We take advice on support for pupils with disabilities and work with experts to ensure children have the necessary support to include them fully in the life of the Academy.

The Action Plan ensures that:

- The Academy draws on the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of pupils with a disability
- There are high expectations of pupils with a disability
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the Academy and between partner schools
- This plan is reviewed annually
- Pupils, staff, parents and directors are consulted on the outcome and progress of the accessibility plan ensuring its development

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Access to the Physical Environment

| TARGETS | STRATEGIES | TIMESCALE | RESPONSIBILITY | SUCCESS CRITERIA |
|--|--|--|----------------------------|---|
| Academy aware and acts upon the access needs of all children, staff, parents and directors with a disability | Create access plans for children, staff, parents and directors when required | As necessary | BW | Healthcare plans in place for pupils and risks assessed for others as necessary |
| | Survey of staff and directors to ensure access needs are met | Induction of new staff/directors | AA School questionnaire | Staff and Governors and Parent/carer access needs met |
| | Data collection sheet to establish access needs of parents/carers | Annually + on admittance of new students | Office Team | Up to date SIMS information & data base |
| | Dissemination of relevant information to all staff, parents and pupils | Annually and as necessary | BW | Staff awareness of access issues |
| Ensure all pupils/staff and visitors, with disability, can be safely evacuated | Ensure Personal Emergency Evacuation Plan in place for pupils with SEND as appropriate | September and as new students with additional needs are accepted onto GCA roll | BW | All pupils with disability and staff working alongside them are safe in the event of a fire. |
| | <ul style="list-style-type: none"> Annual review to ensure all staff are aware of their responsibilities in the case of an emergency evacuation | September | BW/AL | PEEP assessments completed and action taken for those with a disability Site safe for exit by pupils and staff with a disability. |
| | <ul style="list-style-type: none"> Egress routes visual check done daily | Daily | Site Team | |

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Access to the Curriculum

| TARGETS | STRATEGIES | TIMESCALE | RESPONSIBILITY | SUCCESS CRITERIA |
|---|--|---|---|--|
| Ensure accessibility of access to IT resources | Alternative hardware/software resources available to ensure access to curriculum | As necessary – on-going | BW | Hardware and software meet needs of all pupils |
| Classroom teachers and support staff appropriately trained in supporting SEND | <ul style="list-style-type: none"> • Audit of specific staff need through appraisal • CPD provision on basis of need | Annual CPD Annual CPD | SLT SLT | Increased staff confidence and quality |
| Ensure involvement of all pupils in full curriculum including PE and educational visits | <ul style="list-style-type: none"> • Ensure venues are assessed for suitability of provision • Information gathering and provision to parents/carers on accessible extra-curricular sports provision • PPG and EHCP support for additional support for extra-curricular clubs | Annual and as new students with additional needs are accepted onto GCA roll Annual and as new students with additional needs are accepted onto GCA roll Annual and as new students with additional needs are accepted onto GCA roll | BW/Class Teachers / EVC BW to co-ordinate where required BW to co-ordinate where required | All children take full part in whole curriculum and are included in visits Parents/Carers aware of sports provision outside of school for pupils with a disability Increased participation of pupils with disability in extra-curricular provision |
| High quality T&L provision for pupils with SEND | Regular targeted monitoring of achievement and T&L provision for pupils with SEND | Reviewed at times of scheduled year group data collection | BW | Increase in achievement of children with SEND |

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Access to Information

| TARGETS | STRATEGIES | TIMESCALE | RESPONSIBILITY | SUCCESS CRITERIA |
|--|--|-----------|----------------|---|
| Provide information in a form that is appropriate to all pupils and parents/guardians. | Information will be available on request and on our web-site. When required we will provide the information in a format that best makes it accessible to the person with additional needs eg. in different formats e.g. large print, braille etc.. available on the internet and school web page is accessible Guidance to staff on disability and accessibility information Make information available in other languages (if required) | On-going | BW | All parents/guardians and pupils can easily access all the information Ensure that all pupils have access to the same level of information |
| Improve signage within school | <ul style="list-style-type: none"> Review Signage / build into maintenance plan Include symbols on signs where possible | On-going | AL | Clear instructions for everyone |
| Report Annually to parents/carers and other stakeholders on access for the disabled | Include information within the reporting structure to Governors and parents via plan | On-going | BW | Information provided is clearly presented, including to parents/carers with a SEND |