



## **GORSE RIDE SCHOOLS ACCESSIBILITY PLAN**

*Growing life-long learners, who respect community and have resilience to succeed.*

### **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to making a positive contribution to society by demonstrating qualities such as respect, co-operation and valuing differences whilst ensuring that all differences are celebrated and accounted for.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including the local authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

### **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and full governing body.

### **4. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Strategy	Outcome	Timescale	Achievement
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Where necessary, targeted support will be put into place for individuals and groups.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Regular staff training to ensure robust delivery of curriculum to all pupils</i></p>	<p>Pupils with disabilities are able to access the curriculum as well, and where possible as independently as their peers.</p> <p>All classes are equipped with necessary resources for all pupils.</p> <p>Pupils feel represented during their experience within school.</p> <p>All staff feel confident and have an appropriate level of knowledge and skills to deliver the curriculum to all pupils effectively.</p>	<p>Ongoing</p>	<p>Pupils with disabilities are able to engage with the curriculum as effectively as their peers.</p> <p>Teaching and learning incorporates the needs of all effectively</p> <p>Staff are up to date with all relevant information and guidance and are able to teach effectively.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Ramps</li> </ul>	<p>All staff, pupils and visitors have equal access to the school site and building and are able to navigate easily.</p>	<p>Ongoing</p>	<p>School is compliant with all necessary accessibility measures and there is</p>

	<ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelves at wheelchair-accessible height</li> <li>• Handrails at entrance points</li> </ul> <p>Regular audits of school site for maintenance of provision</p> <p>Ensure venues for off-site trips are suitable in terms of transport, access, personal care, etc.</p>	<p>No areas will fall in to disrepairs and point for improvements will be noted and acted upon.</p> <p>All pupils will have equal access to a broad and balanced learning experience.</p>		<p>improved mobility and access throughout the site.</p>
<p>Improve the delivery of information to those with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> <p>School correspondence such as newsletters and brochures to be made available in other formats</p>	<p>All pupils will have equal access to a broad and balanced learning experience.</p> <p>All stakeholders will have materials that make information accessible to them.</p>	<p>On going</p>	<p>School is effective at meeting needs of all stake holders.</p>