



L.E.A.D. Academy Trust

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# **Glapton Academy Accessibility Plan**

Date: January 2024 to January 2027

## Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan .....	5
4. Monitoring arrangements.....	11
5. Links with other policies.....	11
Appendix 1: Accessibility audit .....	12

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### 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.

At Glapton Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Glapton we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

One of our key values is to prioritise equality in all of our relationships in order to create a secure and safe learning environment celebrating the diversity of any religious, ethnic, cultural or socio-economic differences. We aim to develop the skills for our children to become considerate and capable members of a variety of local and global communities whilst embracing and celebrating opportunities to develop links and create partnerships within the cultural diversity of our world.

A particular aim is to work in partnership with parents, carers and the community to raise achievement and support social, moral, spiritual and cultural development whilst prioritising mutual respect in line with our R.E.S.P.E.C.T charter and PREVENT statement.

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.

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.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, 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. Action plan

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

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	Our school offers a differentiated curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum.	<b>Short term</b>  To liaise with pre-school providers to review admissions before the start of academic year	To identify pupils who may need Special Educational Needs Support Plans	LES/HO	Sept/Oct 2024	SNSP in place and early intervention targeted where needed.
	Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils,	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	CH HO SLT	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils

<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To establish close liaison with parents</p>	<p>To promote engagement, collaboration and participation with parents/carers and school</p>	<p>Headteacher, SLT and MLT</p>	<p>Autumn 2024</p>	<p>Early Workshops Reading Phonics Spelling SATs Calculations</p>
	<p>To ensure full access to the curriculum for all children</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>CH/HO</p>	<p>September INSET</p>	<p>SNSP plans &amp; packs in place. Teachers trained and supported by regular QA</p>
	<p><u>Medium Term</u> To review SEN provision and attainment of pupils</p>	<p>Analyse Data each block</p>	<p>HO</p>	<p>Half termly</p>	<p>Block reports indicate accelerated progress</p>

		<p>To promote the involvement of disabled pupils in school life</p> <p><b><u>Long Term</u></b> Review targets and deliver findings to governing body</p>	<p>To provide resources necessary e.g. wheelchair access and changing facilities.</p> <p>Teach all staff simple daily use Makaton signs.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>HO/CH Wider agencies</p> <p>CH/AGB</p>	<p>Ongoing</p>	<p>Physio training. Gaiter Training. Standing Chair Training. Intimate care training – all taken place.  Trial standing desks For identified pupils</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Door entry system</li> </ul>	<p><b>Short Term</b></p> <p>Provide accessible signage throughout school</p>	Identify key areas and design signage	CH	July 2024	Signage in place
		<p>Review library &amp; Book Corners provision to ensure a balance of books at accessible height</p>	Balance of all books to be available at accessible height	CS	April 2023	Accessible provision
		<p><b>Longer term</b></p> <p>Fencing erected around school carpark and entry for safeguarding with full accessibility for all</p>	School security to be fully in place	CH/LEAD	April 2024	Secure but accessible site established
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible. This includes:				September 2025	



<p>pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (PECS)</li> <li>• Translation App to be researched and purchased</li> </ul>	<p>Internal signage to include braille and visual representations</p> <p>Modified resources to be accessed where possible.</p> <p>Pictorial resources used for EYFS and targeted SEND pupils</p> <p>Makaton signing taught to whole staff</p> <p>SayHi App to be investigated</p>	<p>Design and purchase signage</p> <p>System in place</p> <p>Add to Class Preparation Guide.</p> <p>Weekly signage to be taught</p>	<p>CH</p> <p>HO</p> <p>CH/ER</p> <p>HO</p> <p>CH/HO</p>		<p>Communication accessible to all</p>
<p>Improve the representation of our diverse population through our environment.</p>		<p>Assemblies to be planned with positive role models e.g. Para Olympians.</p>	<p>Each of the protected characteristics are reflected positively through either resources or displays</p>	<p>CH/SLT</p>	<p>Check every INSET</p>	<p>Children understand protected characteristics positively</p>

		<p>Displays in school to reflect positive role models of protected characteristics.</p> <p>Resource in school to reflect positive role models of protected characteristics</p>	<p>in school in 100% of classrooms.</p> <p>Age Disability  Ethnicity and race  Gender Marriage / civil partnership  Pregnancy / Maternity Leave  Religion &amp; Belief  Sexual identity / orientation</p>			
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#### **4. 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 Academy Governing Body.

#### **5. 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
- RESPECT Charter
- PREVENT statement

**Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Upstairs landing woodwork to be replaced.	LEAD	2026
Corridor access	Y5/6 Corridor indoor access via stage	Relocate to new corridor for accessible route	CH	Sept 2024
Parking bays	2 x accessible places			
Entrances	3 entrances all accessible			
Ramps	Portable ramp available			
Toilets	Accessible toilet now upgraded in main entrance.	Accessibility to be improved via new corridor.		
Reception area	Accessible			

Internal signage	Needs Updating	New signage for new build to be actioned.	CH	December 2024
Emergency escape routes	Accessible			