



# Accessibility Policy and Plan

Policy reviewed November 2014  
By Terry Hollowell  
Next Review due  
May 2017

# **Accessibility Policy and Plan**

## **Introduction**

It is the overall aim of GSSC to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (July 2014)

## **The Policy**

### **Definition of Disability**

A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

### **Key Objectives**

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The Equality Act 2010 states the following:

An accessibility strategy is a strategy for, over a prescribed period—

(a) Increasing the extent to which disabled pupils can participate in the schools' curriculums;

(b) Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;

(c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **Principles**

The school recognises its duty to:

- ensure that compliance with the DDA is consistent with the School's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other School policy that has a focus and impact on it's disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan (detailed herein as follows).

## **The Accessibility Plan**

The plan is detailed – (see Appendix A) and summarised below

- In performing their duties, governors, school leadership team and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002);
- The school recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The school provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, promoting the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.
- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

## **Activity**

This section outlines the main activities and facilities which the school already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

### **a) Education and related activities**

The school already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

### **b) Physical environment**

In November 2009, the school moved to a new purpose built campus. The new building provides full disabled access for students and staff to all its facilities which includes hydrotherapy pool, Clubhouse and Sensory Room etc. In addition we have specialist teaching rooms for Science, Art and D.T. and Food Technology. The P.E. and Physiotherapy Departments have a Therapeutic Movement Room complete with floor trampoline and there are improved facilities for Speech and Language (Communication) Team. The multi-disciplinary professionals who visit the school have their own offices and there are meeting rooms and a Training Room. All the classrooms are large to accommodate wheelchairs and full access is in place to all external parts of the school's site. Our sixth form groups have their own area on the first floor with their own common room and home skills classroom. The school has also ensured that there are sufficient hygiene facilities within the premises designed specifically for disabled users. As has been best practice in the past, the school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

### **c) Provision of information**

The school has in place web content accessibility which ensures the web content for the school is more accessible to users with disabilities as well as being of benefit to all users. The school will make itself aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

#### **Policy Review**

This policy has been adopted and approved biennially by the full School Governing Body unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the owner of the policy and the head teacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the School Governing Body.

Reviewed: N o v e m b e r 2014

## Appendix A

### GSSC – Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the students, staff and approved by the school full governor committee and covers the period from December 2014 to November 2017.
2. At GSSC, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. GSSC is extremely well provided for in terms of enabling accessibility of provision for all students, staff and visitors to the school, though will continually strive to ensure this is both prioritised and taken into account when considering future developments. The following areas will form the basis of the Accessibility Plan with relevant actions to:
  - Continue to improve access to the physical environment of the school including facilities provided within the classroom;
  - Improve the delivery of written information to students, staff, parents and visitors with disabilities.
  - Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work.
4. It is acknowledged that there will be need for ongoing awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Equality & Diversity
  - Health & Safety
  - Equal Opportunities
  - Special Needs
  - Behaviour Management
  - Equal Opportunities in Employment
  - Child Protection
  - Bullying
6. The Action Plan for physical accessibility may include for works that the school is unable to undertake during the life of this first Accessibility Plan through funding caution and/or identification of other school funding priorities and as such some items may roll forward into subsequent plans. At all times where fully desired works are not achievable, the school will look to make reasonable adjustments short of the full works if this is deemed possible.
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The school prospectus and its website will also make reference to this Accessibility Plan.
8. The school will be particularly alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 12 each year as well as in-year entrants where accessibility issues may arise.
9. The Plan will be monitored through the School Governing Body.