



## **Gosberton Academy Accessibility Plan**

In formulating this plan, the Academy has considered the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

**3-year period covered by the plan: 2022-2025  
September 2022 to July 2025**

**Gosberton Academy is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.**

### **Introduction**

In line with the Equality Act 2010, the academy has 3 key duties

- ☐ not to treat staff and pupils less favourably for a reason related to their disability or other protected characteristic
  - ☐ to make reasonable adjustments for staff and pupils and visitors, so that they are not at a Substantial disadvantage due to their disability and/or other protected characteristic,
  - ☐ to plan to increase access to education for disabled pupils.
- 
- ☐ This plan sets out the proposals of the Governing Body of the school to increase access to Education for disabled pupils in the three areas required by the planning duties in the Equality Act:
    - increasing the extent to which disabled pupils can participate in the school curriculum;
    - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
    - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

### **Definition of disability (Equality Act 2010):**

In the act a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability:**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled

#### **Conditions that are specifically excluded:**

Some conditions are specifically excluded from being covered by the disability definition, such as tendency to set fires or addictions to non-prescribed substances.

Gosberton Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the academies. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academies and physical aids to access education.
- Increase access to the curriculum for all pupils, expanding the curriculum as necessary to ensure that pupils with a disability or other protected characteristics are as, equally, prepared for life; (if an academy fails to do this they are in breach of the Equality Act). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in these matters.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Public Sector Equality Policy
- Curriculum Statement
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy
- Admissions Policy

The Accessibility Plan will be published on the Academy website.

The Academy's complaints procedure covers the Accessibility Plan.

**Vision and Values:**

- Gosberton Academy aims to ensure equality of opportunity for all its, pupils and staff and it follows that pupils or prospective pupils, are not treated less favourably than other and pupils or prospective pupils, for reasons relating to their disability and/or other protected characteristic.
- Please read this in conjunction with the Academy's SEN policies.

**Information from pupil data and academy audit:**

The latest information regarding the number of pupils with special educational needs and disability for each academy can be found in each academy's SEF and PLASC.

**Views of those consulted during the development of the plan:**

The views of all agencies, pupils and their parent/carers will be sought through the regular meetings held as part of the support given by the academies.

**The main priorities in the academy's plan:**

**Increasing the extent to which all pupils can participate in the academy curriculum:**

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Special Educational Needs (SEN) department, led by the Special Educational Needs Co-ordinator (SENCo).
- The academy facilitates services from a range of agencies for all pupils and their families.

**Improving the physical environment of the academy to increase the extent to which all pupils can take advantage of education and associated services:**

- The academy's classrooms are all on the ground floor.
- Any new build will be built with disabled learners in mind, ensuring access for all.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

- Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable format for disabled pupils, including electronically.

**Making it happen:**

- This plan will be reviewed by the school and Multi-Academy Trust every 3 years

### 1. Improving Access to the Curriculum:

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
1.1 Annual Review of curriculum to ensure that needs of students are matched by curriculum and staffing	Tom Baxter	Summer Term	Needs of all pupils are met	Reviewed when necessary by teachers	Curriculum led by needs of the pupils and reviewed every year.		
1.2 Multi-Agency assessments actioned for all students at risk.	Tom Baxter	When necessary	Needs of pupils are met	Agencies	Multiple agency assessments take place when needed		
1.3 External agency support is identified and delivered for all students in need	Tom Baxter	When necessary	Needs of all pupils are met	Agencies	External agencies are used when needs are identified		
1.4 Ensure no pupil or member of staff is excluded from accessing the premises	Tom Baxter	Ongoing	All pupils and staff are able to access the premises	Health and Safety and Estates Manager	Premises can be accessed by all currently		
1.5 Students with identified need s have access to laptops and resources to support learning	Tom Baxter Sarah Rickards	Ongoing	Needs of all pupils are met	Learning Plan Reviews and SEND Drop ins with parents	Children accessing laptops are done so to meet their needs currently		
1.6 All students on the SEN register to be individually identified/assessed/evidence gathered for any examination access arrangements	Sarah Rickards	Ongoing (When necessary)	Needs of all pupils are met				
1.7 Academy environment reviewed by relevant senior manager to ensure access for all	Tom Baxter	Annually (earlier if required)	Access is available for all	Site Manager	Environment is safe and access if available for all		

<b>Actions</b>	<b>Persons/Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring and Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources and Training</b>	<b>Status RAG</b>
2.1 Ensure all students/visitors access all areas of the academy	Health, Safety and Facilities Manager	Annually	Access is available to all. See comments re: provision of ramp	Site Manager and Health, Safety and Facilities Manager	Academy is accessible for all.		Green
2.2 Ensure all signage is clear and able to be accessed by all (consider braille)	Tom Baxter	Annually	Signage is clear	Site Manager and Health, Safety and Facilities Manager	Signage is clear currently		Green
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	Tom Baxter Diane Diggins	Weekly Alarm Test Termly Evacuation Check	Evacuation Systems work effectively	Health, Safety and Facilities Manager	Evacuation systems work. Children evacuate well. No visual aids. One fire exit uses steps only as an evacuation route		Yellow
2.4 Ramps available at relevant points to ensure access to all parts of the site, regardless of disability	Diane Diggins	By end of term 6		Health, Safety and Facilities Manager	Consider installing ramp to Fire Exit doors from Hall		Yellow
2.5 Consider providing a Disabled WC facility	Diane Diggins	By End of term 6		Health, Safety and Facilities Manager	Consider installing a disabled wc facility		Red
2.6 Classrooms organized for pupils with additional needs	Tom Baxter	Annually (earlier if required)	Access for all	Site Manager, Headteacher and Class Teacher			Green

## 2. Improving Access to the Physical Environment:

### 3. Improving Provision of Information

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
3.1 Improve communications to groups with protected characteristics	Tom Baxter	Annually (earlier if required)	Communications are clear				
3.2 Academy website is clear, simple and easy to navigate	Tom Baxter	Ongoing	Clear structure to website	SLT – Termly check	Website is clear and easy to navigate.		
3.3 Weduc is used effectively to communicate with all parents	Tom Baxter	Ongoing	Clear layout of Weduc	SLT – Termly check	Weduc is working well and parents are communicated with effectively		

#### 4. Actively promote Gender & Race Equality throughout the Academy

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
4.1 Monitor balance of gender across employed staff	Tom Baxter	Annually	Gender is balanced where possible		Monitored – One male member of staff currently		Amber
4.2 Support staff in accessing equal CPD opportunities	Tom Baxter	Annually	All staff access high-quality CPD – in-school, across the trust and the local teaching school. All staff bring CPD requests/queries to SLT.		Staff access a range of CPD opportunities		Green
4.3 Promote gender equality through educational learning	Tom Baxter	Ongoing	Pupils are tolerant to all. Curriculum promotes gender equality.		No gender incidents reported		Green
4.4 Actively challenge traditional gender stereotypes through education and positive role models	Tom Baxter	Ongoing	Learners are tolerant to all. Curriculum promotes gender equality. All staff will challenge gender stereotyping.	Pupil interviews, drop-ins	Assemblies and PSHE focus on educating children		Green



## 5. Actively promote Gender & Race Equality throughout the Academy

Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and Training	Status RAG
5.1 Monitor balance of minority race and ethnic groups across employed staff	Tom Baxter	Annually	Minority and ethnic groups are balanced where able		Monitored		
5.2 Support staff in accessing equal CPD opportunities	Tom Baxter	Annually	All staff access high-quality CPD – in-school, across the trust and the local teaching school		Staff access a range of CPD opportunities		
5.3 Promote race equality through educational learning	Tom Baxter	Ongoing	Pupils are tolerant to all. Curriculum promotes race equality through all learning. Staff are confident in their own use of language relating to race		No racist incidents recorded		
5.4 Promote academy visits to multi-cultural areas to increase awareness of multi-cultural society.	Tom Baxter	Ongoing	Pupils are tolerant to all. Learners are respectful to all religions, their beliefs and views.		Transport and cost difficulties. Use of St Phillips School for school visit – all six main religions looked at		

**The Academy will work with external agencies involved with pupils with disabilities to ensure their needs are met.**

**The Academy will work with agencies such as Access to Work to ensure anyone employed at the academy or applying to work, is not discriminated against because of a disability.**

**Please refer to the Equal Opportunities Policy for additional information.**