**Green Lane School**



Accessibility Policy

Headteacher: Mrs Joanne Mullineux

Approved by: Acting Headteacher Sarah Irwin

Green Lane School

Woolston Learning Village

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# **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.

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, the complaints 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.

# **Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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

# **Action plan**

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

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| --- | --- | --- | --- | --- | --- | --- |
| aim | current good practice | objectives | actions to be taken | Person responsible | date to complete actions by | success criteria |
| Maintain 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 all pupils.  Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils.  Targets are set effectively and are appropriate for pupils with additional needs.  The curriculum is reviewed to ensure it meets the needs of all pupils. | Green Lane School has good accessibility as it was refurbished in 2014. Additional refurbishments have taken place since to allow for additional classrooms and suitable space for pupils. It is important that this is maintained and improved if an eventuality occurs which has not been foreseen so far. | Regular review in response to new pupils entering the school.  Regular discussions with the SENCO about the needs of new pupils. | JM/SI/LB | Termly | All pupils thrive and make outstanding progress. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| aim | current good practice | objectives | actions to be taken | Person responsible | date to complete actions by | success criteria |
| Maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:   * Ramps * Elevators * Wide corridors * Disabled parking bays * Disabled toilets and changing facilities * Hoists * VI approved signage | Green Lane School has good accessibility as it was refurbished in 2014. Additional refurbishments have taken place since to allow for additional classrooms and suitable space for pupils. It is important that this is maintained and improved if an eventuality occurs which has not been foreseen so far. | Regular checks  Building and grounds work to be included in school development plan  Relevant discussions at the termly Health and Safety meeting  Ongoing conversations with the LA to ensure that all areas of the school are accessible to all pupils. | JM/SI/LB/IW/MG | Termly | No pupil, member of staff or visitor will be prevented accessing the school fully, as the result of a disability. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| aim | current good practice | objectives | actions to be taken | Person responsible | date to complete actions by | success criteria |
| Improve the delivery of information to pupils with a disability | Green Lane School uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Braille * VI signage * Pictorial or symbolic representations * Coloured overlays * Use of Makaton * Objects of reference | To maintain and develop the skills of staff to respond to individual pupil needs.  To ensure that pupils feel safe and know what to do if they have a concern or worry. | Liaise with the speech and language team around specific needs and therapy plans.  SENCO to meet with pupils, parents, and any other relevant professionals on entry into the school.  Thorough annual review meetings that discuss the whole child.  Ensure safeguarding processes include opportunities for pupils to feedback on how safe they feel and, that there are systems in place for pupils to report concerns or worries.  Safeguarding team act as a vital source of information to parents/carers and families.  The safeguarding team acts as pastoral support and regularly check in with pupils identified as requiring this support. | JM/SI/MG/LB/NS/LW/CD | Ongoing | All pupils thrive, feel safe and make outstanding progress. |

# **Monitoring arrangements**

This document will be reviewed annually.

It will be approved by the governing board

1. **Links with other policies**

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

* Risk assessment policy
* Health and safety policy
* Equality statement
* Special educational needs (SEN) policy
* Supporting pupils with medical conditions policy