Accessibility Plan

Glebe Farm School

Policy name:		GFS Behaviour Policy
Version:		V1
Date relevant from:		September 2022
Date to be reviewed:		September 2024 *This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.*
Role of reviewer:		GFS Headteacher
Statutory (Y/N):		Y
Published on website*:		1A

Policy level**:	3
Relevant to:	All those within the GFS school community
Bodies consulted:	School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	11th May 2022

Key:

* Publication on website:

IFtL website			School website		
	1	Statutory publication		A	Statutory publication
	2	Good practice		B	Good practice
	3	Not required		C	Not required

** Policy level:

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate
     - o *Approved by school / department governance bodies.*

Contents

1. Aims

Academies 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 students can participate in the curriculum.

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to disabled students.

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

Glebe Farm is committed to welcoming all students. We are highly ambitious for all and will make the necessary adjustments to enable students to access a broad and balanced curriculum, participate in enrichment activities and access social time.

The school's own systems, policies and procedures should not in themselves act as barriers to students' achievement, engagement and success. Where this is the case, reasonable adjustments are made as appropriate.

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.

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.

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

This article complies with our funding agreement and articles of association.

3.   The school is an accessible school as follows:

- The school is on three floors with lift access to the first and second floor
- Entrances to the school are flat
- Evac chairs for the safe evacuation of students from the first and second floor
- Disabled toilets facilities are available.
- Accessible changing and showering facilities

4. Action Plan

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

Aim	Current good practice (include established practice and under development)	Objectives (state short, medium and long-term objectives)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers an ambitious, appropriate and responsive curriculum for all students. We deliver whole staff training to ensure quality first teaching.	Short term	Continuing professional development programme (CPD in Quality First Teaching for all staff.	T&L team/ SENDCO	Ongoing priority	Observations, learning walks and student /parent voice reflect that students' needs are being supported and met to achieve their potential trough QFT.
	We use strategies/ resources tailored to the needs of individual students who require support to access the curriculum	Short term	Specialist CPD sessions for teachers of ALP/ teachers of identified students/ specific SEND T&L briefings. All information about students' needs is shared with the relevant staff using Provision Map – this ensures that p to date information and strategies is available to staff so they can adjust their teaching practice accordingly.	T&L team/ SENDCO/ MALP	Ongoing priority	

Aim	Current good practice (include established practice and under development)	Objectives (state short, medium and long-term objectives)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
	The curriculum is reviewed to ensure it meets the needs of all students.	Long term	Regular review of the curriculum structures and content – this is done on an annual basis and takes into consideration the needs of the current cohort.	TN/SENDCO/MALP/CLs	Ongoing priority. Annual review overall but we will regularly look at individual provision through reviews etc.	
	The curriculum model and delivery is designed to ensure it is inclusive and accessible to all students.	Long term	Significant staff development time is given to equip teaching staff with the strategies to ensure the curriculum is delivered in an inclusive and accessible way. These strategies form part of the Core T&L principles. These strategies also feed into other aspects of curriculum delivery and support, including the use of Knowledge	CF/ RTR/ SENDCO	Ongoing priority – training scheduled from Sept 2021, e.g. through twilights and T&L briefings, inset etc.	

Aim	Current good practice (include established practice and under development)	Objectives (state short, medium and long-term objectives)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
			Organisers for example.			
	Curriculum progress is tracked for all students, including those with a disability. Whole school systems provide regular opportunities for reviewing progress and identifying steps to address where sufficient progress is not being made (e.g. through RAP and STEP)	Long term	Ensure that data collections have student needs on there so that we can meaningfully interrogate the data. Use of watch-lists. Use of KS3 and 4 RAP meetings. Use of STEP for data analysis. Use of RAP meetings to ensure effective communication and agreed action to address any issues.	SENDCO/ CLs	Ongoing priority	

		Medium term	To maintain the skill set of the LSA/ Pastoral Leaders/ Academic Intervention Mentoring team and to consider succession planning to ensure continuity of provision.	SENDCO/ MALP/ EMN	Ongoing/July 2022	LSAs, PLs & Academic Intervention Mentors are confident in delivering quality support and interventions.
	A range of support staff including LSAs/ Academic Intervention Mentoring Team/ Pastoral Leaders who are trained and whose strengths we play to.					

Aim	Current good practice (include established practice and under development)	Objectives (state short, medium and long-term objectives)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
	To continue to ensure collaboration and sharing of information between schools and families, health/other professionals and post 16 organisations.	Long term	All relevant staff and agencies are invited to reviews. Reports are obtained if professionals are unavailable and shared with staff and parents/ carers. Significant work goes in to transition arrangements to ensure we are well prepared to meet the needs of students on entry in September.	SENDCO	July 2022	Effective collaboration in place between parents/ students/ SEND team, staff and external agencies.

	Continue to ensure that all students with a disability have access to all areas of the curriculum and educational experiences, including trips etc.	Medium term	Ensure that disability is not a barrier to prevent students joining in relevant trips, residential experiences and curriculum provision. Discuss any arrangements needed with students and families. Obtain advice from specialist staff as needed. Modify arrangements as needed.	SENDCO	Ongoing	Students with a disability are positively represented in trips, residentials and curriculum experiences alongside their peers.

Aim	Current good practice (include established practice and under development)	Objectives (state short, medium and long-term objectives)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
	Continue to circulate information to staff with strategies to increase access to learning for students with medical conditions.	Short term	Information is disseminated through our online Provision Map. This is accessed by all student facing staff to support need. Review of provision requirements. Care plans are available on BromCom. Medical officer to support with any medications. Provide lesson, break and lunchtime support as needed. Ensure PEEPs are completed and in place. Discuss and agree any support with students, parents/ carers and appropriate staff.	SENDCO	Sept 22 ongoing	Regular review meetings with all stakeholders – information is clear and accessible. Monitored by specialists where appropriate – e.g. occupational therapists, physiotherapy team, speech and language team etc.
Improve and maintain access to the physical environment	The environment is adapted to meet the needs of students as required.	Long term		premises team		All areas of the physical environment are safe and accessible.

Aim	Current good practice (include established practice and under development)	Objectives (state short, medium and long-term objectives)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
	This includes: All corridors have a wide accessibility. Lifts to enable students with mobility issues to have access to all floors of the buildings. Designated parking areas for disabled visitors and families. All areas of school can be accessible to wheel chairs users. Accessible toilet facilities on each floor, fitted with alarms. Internal signage is clearly numbered.		Lifts are serviced regularly Disabled parking is clearly available at the front of school.	Premises Team		

Aim	Current good practice (include established practice and under development)	Objectives (state short, medium and long-term objectives)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
	Reception area is accessible Emergency escape routes Personal Emergency Evacuation Plans (PEAPs) for students and visitors with mobility issues (also consider VI and ASD disabilities)		PEEPS are checked each half term			
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. All policies can be adapted if needed.	Medium term	Consider developing the website further to include access instruction – e.g. enlarge text/google translate Ensure it is clear that all stakeholders can request paper copies and if needed, we can adapt	SENDCO		

5. Monitoring Arrangements

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

6. Links with other Policies

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

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) Policy and Information Report
- Supporting Students with Medical Conditions Policy
- Teaching and Learning Policy
- Behaviour Policy.

Appendix 1: Accessibility Audit

Feature	Description	RAG Rating			Actions to be taken	Person responsible	Date to complete actions by
		Red	Amber	Green			
Number of storeys	The building consists of ground floor, first floor and second floor.			✓	Not applicable (N/A).	The key point of contact in school is the Operations Manager & Site Manage who will liaise with the trust on all matters concerning buildings and premises.	N/A
Corridor access	The school accommodates 1569 students, 250 staff, corridor access and egress is suitable for accessibility.			✓	N/A		N/A
Lifts	The school has two lifts, granting access to all floors.			✓	N/A	Site Manager	N/A
Parking bays	Disabled parking bays			✓	N/A		N/A

Feature	Description	Red	Amber	Green	Actions to be taken		N/A
Entrances	Buildings on the school site are all accessible via ramps where necessary.			■	N/A		N/A
Ramps	See above.			■	N/A		N/A

Feature	Description	RAG Rating			Actions to be taken	Person responsible	Date to complete actions by
		Red	Amber	Green			
WCs	Accessible WCs are available on the ground, first and second floor.			■	N/A		N/A
Reception area	Reception is accessible and lift to the ground floor.			■	N/A		N/A
Internal signage	Internal signage shows escape routes and is reviewed as part of the Fire Risk Assessment. In addition, accessible toilets are clearly marked.			■	N/A		N/A
Emergency escape routes	Internal signage shows escape routes and is reviewed as part of the Fire Risk Assessment.			■	N/A		N/A

| Furniture and equipment | Furniture and equipment is selected, adjusted and located appropriately. The school will work with Occupational Health therapists/external consultants and parents/carers to agree a plan that meets individual needs for furniture and equipment. | | | 🟩 | N/A | Inclusion Manager and Operations Manager | N/A |
| Emergency evacuation | A Personal Emergency Evacuation Plan (PEEP) will be put in place, the plan is bespoke to each individual. Refuge points are clearly marked in school and evacchairs are available for every stairwell. | | | 🟩 | N/A | Inclusion Manager and Operations Manager | N/A |

Feature	Description	RAG Rating			Actions to be taken	Person responsible	Date to complete actions by
		Red	Amber	Green			
Movement/access in classrooms	Seating plans are used to ensure students with disabilities are seated appropriately.			🟩	N/A	Inclusion Manger and Classroom Teacher	N/A
External steps	External steps have contrasting colour edging.			🟩	N/A	OM	N/A
Ramps	Handrails are in place for external ramps.			🟩	N/A	OM	N/A

Wheelchair movement in school	It is possible for a wheelchair user to move through school unaided.			🟩	N/A	OM	N/A
Doorways	All internal doors allow a wheelchair user to get through unaided.			🟩	N/A	OM	N/A
Hearing Impaired	The school has hearing loops at reception and SEND rooms. Portal system is used for the rest of the school		🟧			OM	N/A
Emergency alarms	The emergency evacuation alarm does not have flashing lights visible on each alarm, however, they are installed in areas with high noise levels such as D&T and canteen. Hearing impaired staff and students, this will have appropriate evacuation actions reflected in their PEEP to mitigate risk.		🟧		N/A	Inclusion Manager and OM	N/A