



Policy Review and Approval

Review interval: 3 Years
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Reviewed by: Director of Finance and Administration
Approved by: Executive Head Teacher

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A copy of this policy and other related policies can be obtained from School Office.

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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 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; and
- improve the availability of accessible information to disabled students.

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

The school is 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. The school is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Gildredge House celebrates and raises awareness of diversity and differences in people every year through assemblies and PSHE work. This raises awareness of all minority groups and encourages students to treat everyone with differences on an equal right.

Gildredge House plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are able-bodied students. This covers teaching and learning and the wider

curriculum of the school 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 students in accessing the curriculum.

- improve the delivery of written information to students, staff, parents and visitors with disabilities.

The plan will be made available online on the school's website, and paper copies are available from the school Office upon request.

Gildredge House is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The 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.

Within the action plan the school has included a range of stakeholders for the future development of this accessibility plan, to include students, 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 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.

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 students with a disability	<p><i>The school offers curriculum adjustments for all students.</i></p> <p><i>The school uses resources tailored to the needs of students who require support to access the curriculum, including staff and locations.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability using Small Steps (B Squared).</i></p> <p><i>Targets are set effectively and are</i></p>	<p><i>To purchase a range of curriculum resources which show people with disabilities.</i></p> <p><i>Continue to develop support/intervention groups to allow curriculum access for the most vulnerable students.</i></p>	<p><i>Audit current resources.</i></p> <p><i>Check against curriculum.</i></p> <p><i>Purchase new materials.</i></p> <p><i>Additional staff meetings to analyse success of Maths & English. Identify small steps for other subject areas.</i></p> <p><i>Analyse data to identify key areas for intervention. Through lesson obs, identify good</i></p>	<p><i>SENDCos</i></p> <p><i>Head of School</i></p> <p><i>Head of School</i></p> <p><i>SENDCos</i></p> <p><i>All staff</i></p>	<p><i>Ongoing</i></p>	<p><i>A range of appropriate resources purchased and in use.</i></p> <p><i>Small steps to identify small steps of progress for students with SEND in different subject areas.</i></p> <p><i>Good quality, appropriate intervention in place to enable vulnerable students to make progress.</i></p>

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	<p><i>appropriate for students with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p> <p>In the all phases, the school makes teaching and curriculum adjustments a key expectation of all staff and a cornerstone of our evaluation processes.</p> <p>Through self-evaluation at departmental level, the school looks to review the effectiveness of our curriculum for all our students.</p> <p>The review of performance data by departments leads to the tracking of all</p>	<p>Involve student leaders in the evaluation of our differentiation practices.</p> <p>Use student, parent and staff feedback to review curriculum on a rolling yearly programme.</p>	<p><i>practice in intervention groups.</i></p> <p><i>Select and train relevant students.</i></p> <p><i>SEF Practice needs embedding within calendar for next year's meetings</i></p> <p><i>Data Reviews to be scheduled across next year</i></p>	<p><i>Heads of School</i></p> <p><i>SENDCos</i></p> <p><i>All teaching staff</i></p> <p><i>SLT</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p><i>Students are in place to evaluate differentiation practices.</i></p> <p><i>Dept SEFs give us feedback on curriculum and necessary changes, subject to funding, are made.</i></p> <p><i>Data reviews and actions are co-</i></p>

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	<p>students and those not making relevant progress are highlighted and progress questioned through line management</p> <p>The inclusion team staff are given responsibility for overseeing arrangements for students with a disability who works with guidance established through parental feedback</p> <p>PSHCE looks to utilise the expertise and experiences of stakeholders who have experience of disability to reinforce their place within our community.</p>	<p>Re-establish this process in September.</p> <p>Allocate this staff member in September.</p> <p>Ensure this possibility is there through PSHCE programme.</p>	<p><i>Lead teacher is trained and works as an advocate for students with a disability</i></p> <p><i>Lead of PSHCE in place</i></p>	<p>SLT / SENDCos</p> <p>SLT</p> <p>SLT</p>		<p><i>ordinated and lead to further tracking / CPD</i></p> <p><i>Students with a disability are well supported as proven by parental and student feedback.</i></p>

	<ul style="list-style-type: none">• <i>Disabled toilets and changing facilities.</i>• <i>Improved access to school field</i>			Estates Manager		
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<i>Improve the delivery of information to students with a disability</i>	<i>Our school uses a range of communication methods to ensure information is accessible.</i>	<i>Allows students to access the curriculum. Any special access arrangements for public examinations applied for by February 2019</i>	<i>Identify Students through discussion with SENDCo. Alert departments to Additional Needs Plan.</i>	<i>SENDCos HODs</i>		<i>Students have same access to curriculum as others. Extra time allowed for in special consideration requirements</i>