



# Accessibility Plan

Policy Date: Spring 2021

Review Date: Spring 2024

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## 1. Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010, relating to Accessibility. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the law is still the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Equality Act does not override other legislation such as listed building or planning legislation, and the need to consider necessary consents applies to changes proposed to improve access. So far as planning legislation is concerned, the main issue will be disability discrimination.

One of the obvious problems the school faces is its lay-out which covers essentially two main buildings with Listed status, some two or three storeys high without lifts or ramps. Any pupil with impaired mobility is going to be put at a disadvantage by this problem, if not prohibited altogether from access to the majority of the classrooms the school offers. These matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to the physical construction of the school which would most likely be prohibited by both listed and planning constraints, together with cost.

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This Plan should be read in conjunction with the Behaviour Policy, the Health and Safety Policy, and the Supporting Pupils with Special Medical Needs Policy.

## 2. Purpose of the Plan

Goose Green is committed to providing an 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.

## 3. Aims of the Plan

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- To improve the school’s physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- To improve the availability of accessible information for disabled pupils, parents and carers.



## 4. Accessibility Plan: Elements

The Accessibility Plan attached in Appendix 1 will contain relevant actions to:-

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment, subject to any planning constraints, of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their able-bodied peers. This covers teaching and learning, and the wider curriculum of the school such as participation in after school clubs, activity clubs, sports day and educational school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples may include hand-outs, timetables and information about the school and events. The information should be made available in various preferred formats within a reasonable timeframe.

## 5. Training

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## 6. Review

The Accessibility Plan will be re-visited prior to the end of each three year plan period in order to inform the development of the new plan for the following period.

ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL GOVERNING BODY:	Karen Barke
SIGNATURE OF GOVERNING BODY REPRESENTATIVE:	
NAME OF HEAD TEACHER:	Simon Wattam
SIGNATURE OF HEAD TEACHER:	
DATE:	Spring 2021
REVISION DATE:	Spring 2024



**APPENDIX 1**  
**ACCESSIBILITY PLAN**

Area	Current Barrier	Objective	Actions	Timescale
Main Entrance	Security buttons and swipe cards may be too high for wheelchair users.	To ensure that all users can use entrance security independently while keeping pupils safe.	Buttons may need to be re-located and main door re-configured.	Ongoing
Braille	No teacher or TA expertise.	To enable pupils who are partially sighted or blind to have equal access to the curriculum.	Provide braille training for an identified member of staff.	Ongoing, as necessary.
Hearing Induction Loops	No hearing loops or flashing lights available when emergency alarm is sounded.	To enable pupils who have hearing difficulties to have equal access to the curriculum and can exit the building safely in an emergency.	Provide hearing loops and flashing lights.	Ongoing, as necessary.
PE lessons	Some equipment might be inaccessible without support.	To ensure that all pupils have equal access to PE provision.	Provide additional staff to help support PE lessons or differentiate lessons accordingly.	Have regard to all pupils when planning PE lessons and sports day.
Website	Parents/Carers not having access to the information on the website.	To ensure that all parents/carers are able to access all information.	To provide hard copies of newsletters and policies when requested and printed in large print if required.	Ongoing
Training for Awareness Raising of Disability Issues	No training identified.	Provide training for staff and governors.	To timetable training into INSET days.	Ongoing.
School Trips (including residential)	<ul style="list-style-type: none"> <li>• The cost of trips.</li> <li>• Some SEN needs mean that school trips might be difficult.</li> <li>• The need for 24 hour care during residential trips.</li> </ul>	To ensure all pupils have equal access to school trips.	<ul style="list-style-type: none"> <li>• To consider the use of school funds to help all children to attend trips.</li> <li>• To seek advice from SEN co-ordinator.</li> </ul>	Ongoing

