



Goresbrook School Accessibility Policy

Date of last review	October 2024	Review Period	2 years
Date of next review	October 2026	Owner	SENCO
Type of policy	Statutory	Approval	LGB



Section 1: Vision Statement Purpose of the Plan

The purpose of this plan is to show how Goresbrook School intends, over time, to increase the accessibility of our school for disabled pupils. Goresbrook School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and cultural needs.

Definition of Disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents.

- Curriculum Policy
- Equality Objectives
- Single Equality Policy
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy



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- Behaviour Management Policy
- School Development Plan
- Asset Management Plan/Suitability Survey
- School Brochure/prospectus and Vision Statement

The schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office.

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Goresbrook School will address the priorities identified in the plan. The plan is valid for three years 2018-20. It is reviewed annually.

Section 2: Aims and objectives Our

aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims



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
Increase access to the curriculum for pupils with a disability	Goresbrook offers a differentiated curriculum of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical		Class Teacher
		Use of ICT equipment	Teachers to be given opportunities to watch Outstanding practitioner	SENCO
	Currently running lunchtime intervention	To offer interventions for specific children	Training courses if needed	SENCO
	Coaching interventions	A provision for children that access specialist teaching through the use of workstation activities and small group support	Run appropriate clubs for children to attend including lunchtime	SENCO TA
	Talk about and social skills intervention for social emotion help	Nurture provision that assess the social and emotional needs of 12 pupils which supports removing barriers to learning	Run appropriate clubs for children to attend including lunchtime	SENCO TA
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for pupils	Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural/physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Class teacher SENCO



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Improve the delivery of written information to pupils	All rooms have signage, Objects of reference are used alongside visual signs for children with SEN	To improve signage around school including visual clues to aid EAL	Maintaining signage and add more as the school grows	SLT SENCO
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	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	Pamphlets are available at the front desk to direct parents and visitors to local support networks eg child trust	SENCO Lead Practitioners
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Section 3: Access Audit

Feature	Description	Actions to be taken
Number of storeys	School has stairs to 1 st and 2 nd floor	Lift already in place. Annual maintenance checks to occur.
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstruction
Fire alarms	Currently auditory alarm in place	Visual fire alarms installed
Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained
Evac Chairs	Chairs are in place in the event of a fire	Continue to ensure chairs are maintained and staff are trained annually