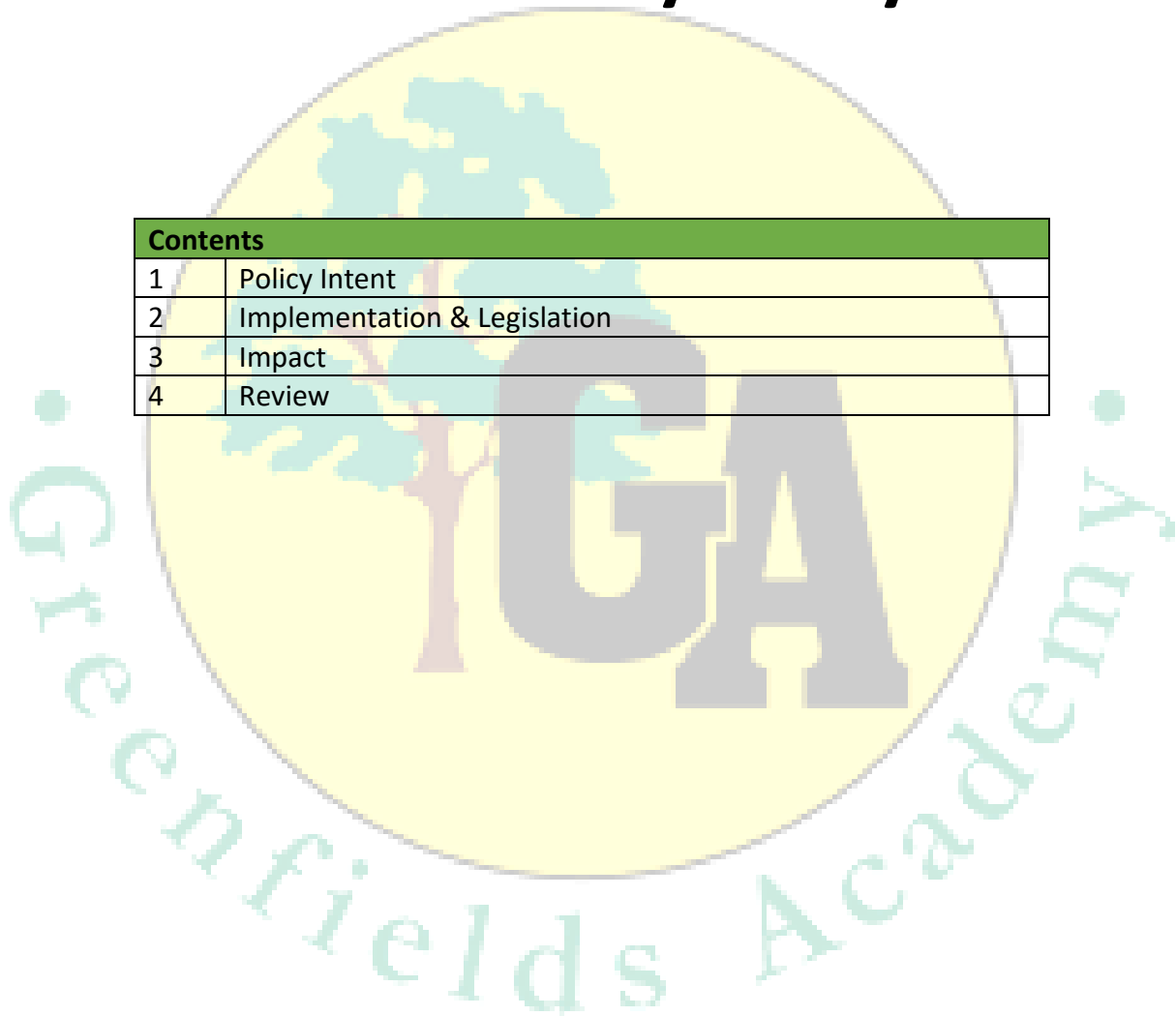


Leadership & Management

Accessibility Policy

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1.0 Intent

The Accessibility Plan is drawn up in compliance with the current legislation and requirements as specified in Schedule 10 of the equality Act 2010. Local School Board members are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a prescribed period. Under the DfE Statutory Policies for Schools guidance, the Local Schools Board (LSB) has delegated authority to the Headteacher and Senior Leadership Team to review the plan every 3 years or as required. All reviews will be reported to the LSB for adoption. This plan outlines how Greenfields aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information/communication).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This main aims of this plan are:

- To Increase the extent to which pupils with special educational needs or difficulties can participate in the school curriculum.
- To improve the physical environment of the school to ensure that pupils with any kind of disability or learning difficulty can participate in all school activities.
- To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties.
- To ensure that the school listens to the views expressed by the pupil or parents about their preferred means of communication.

This plan is developed in conjunction with the School and Trust policies on Equality, Diversity and Special Educational Needs. Actions identified from it will feed into the School Development Plan. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Trust and/or Local Authorities must have regard to the need to allocate adequate resources in the implementation of this strategy.

At Greenfields we recognise that our pupils may experience challenges in accessing education. However, in light of this we are committed to tailoring our provision to meet the needs of all pupils. In order to achieve this, we have the following objectives:

- Provide staff appropriate training in line with pupil requirements
- Timetables for all pupils based on their individual requirements
- Wheelchair access and disabled parking
- Share and review pupil support plans and pupil risk assessments in staff briefings to ensure we meet individual requirements
- Consult with professionals from other agencies
- Work collaboratively with parents and carers.

2.0 Implementation & Legislation

Curriculum

Greenfields offers a broad and balanced curriculum with an ethos that promotes PACE (Personalised Aspirational Caring Engaging) values. The curriculum across Greenfields is tailored to meet the needs of all pupils. This is achieved by the implementation of the following objectives:

- The deployment of support staff to ensure needs are being fulfilled, including the use of interventions
- The use of differentiation and quality-first teaching to promote progress in all areas of the curriculum
- To provide specialist and bespoke therapies, available for all pupils
- Mainstream inclusion and return
- The use of tailored outdoor education facilities for pupils to access extra-curricular activities

These objectives enable staff to use updated and current pedagogical approaches to educate and prepare pupils for the wider community and its changes.

Improving the Physical Environment

The physical environment will be assessed by EQUANS PFI including steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.

Required improvements to physical access will be identified through the PFI provider in line with current and possible future need and within the constraints of the school funds. Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and wayfinding systems.

Physical aids to support education will also be reviewed. Such aids might include Computing equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats, specialist seating.

The Educational Visit Coordinator (EVC) ensures that trips are inclusive for all pupils. Improving the Delivery of Information to Disabled Pupils Written information provided by the schools to its pupils must be accessible to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable timeframe. The information might include handouts, timetables, and information about school events. The school might consider providing the information in alternative formats (such as large print, audio tape, Braille, a recognised symbol system, using pictures) by using ICT, or by providing the information orally, through lip speaking or services of sign language professionals.

Access to Communication

Communication systems vary across the school, with each learner using a communication method that suits them, ranging from touch cues to objects of reference Picture Exchange Communication Systems (PECS), eye-gaze, communication books, to Makaton signing and speech. Staff work collaboratively with Speech and Language Therapy team who maintain a regular training programme and also support school systems.

Monitoring and Evaluation

The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the Local School Board.

Evaluation will be based on the following indicators:

- Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school
- Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in leisure, sporting and cultural activities and on school trips)
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs;
- Audits carried out on the main curriculum areas
- Progressive planned improvements to the physical environment of the school
- Information being available to pupils in a range of formats.

The Local Schools Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- The Local Schools Board
- EQUANS PFI & CIT Estates

3.0 Impact

- Improved and promptly identified access or reasonable adjustments for all stakeholders
- Stakeholder satisfaction
- Fulfilment of Trust and Greenfields values
- Improved Health & Safety for all and Risk reducing culture

4.0 Review

Date Written: October 2023

Review Date: October 2026

END

