

Gloucester Academy Accessibility Plan



GLOUCESTER
ACADEMY

8th January 2024

This Accessibility Plan applies to Gloucester Academy and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: **Kevin Sinden SENDCo**

This plan was approved by the Governing Body on: Date. **25th January 2024**

This plan is due for review by: **January 2025**

Gloucester Academy

Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Gloucester Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Gloucester Academy's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

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Secondary Mainstream Educational Setting. We currently have 903 students on roll with 186 of students highlighted with special educational needs.

The school is growing rapidly with 288 students joining Year 7 compared with 190 the previous year. The proportion of students with Special educational needs is higher in years 7 and 8 as compared to the rest of the school.

The school itself is a modern building (10 years old), 2 stories, with full ramp access and lift access. All classrooms and communal areas are fully accessible.

Gloucester Academy's vision for disabled pupils:

At Gloucester Academy the inclusion of all our pupils is of the highest importance. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.

Gloucester Academy is committed to providing a fully 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 taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Gloucester Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan (examples)	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that Learning Plans / Care or Medical plans and EHCP's, including reviews, have been completed on a termly and Annual basis for pupils with SEN and disability	The most vulnerable students in the school receive the support that they need to access our curriculum and achieve excellent outcomes.	SENDco, Deputy Headteacher for Inclusion	Learning plans and Medical plans are reviewed each year or amended when new relevant information is provided. EHCP's are reviewed in line with LA expectations.		
Support and advice from the Advisory Teaching Service regarding curriculum access for students with a range of needs (e.g. physical disabilities, hearing impairment, visual impairment).	The support we offer for our students is informed by professionals so that it is the very best.	SENDco, Deputy Headteacher for Inclusion	The school engages with ATS. Referrals are made for relevant students and advice is considered and amended to fit the schools teaching and learning methodology.		
To use resources tailored to the needs of students who require support to access the curriculum - training given to staff and students on new reading software on laptops	To ensure that the staff at GA have the skills to support our vulnerable students and they are empowered to implement them inside and outside the classroom.	SENDco, Assistant Headteacher for Professional Development	The SEND department has invested in 16 new laptops and a full set of reading pens to support students independence with reading in exam situations. Students use the assistive technologies as their normal way of working within the school. The SENDCo is responsible for ensuring all who use the adaptive technology have a genuine evidenced need.		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan (examples)	Impact	Resp	Y1 review	Y2 review	Final review
<p>To ensure that the progress of all students is monitored and effective interventions are put in place as needed - this includes putting into place all access arrangements required</p>	<p>This will ensure that every single student, regardless of their ability, will progress to achieve excellent outcomes and that they are provided with adaptations to support this.</p>	<p>SENDco, Deputy Headteacher for Behaviour & Inclusion</p>	<p>EAA were all in place for Y11 22/23. A more robust assessment system is now in place for the schools interventions which give data from the end of unit 2 onwards. The SENDCo is promoting the APDR cycle and the use of the local offers graduated pathway widely across the school, this ensures all professionals are monitoring the effectiveness of their impact on students.</p>		
<p>To ensure student passports and learning plans have been completed and reviewed for students with SEND needs and disability</p>	<p>The support that students receive inside and outside lessons is based on the most up to date round of assessment and therefore appropriate and purposeful.</p>	<p>SENDco, Deputy Headteacher for Behaviour & Inclusion</p>	<p>IEPs are reviewed annually or as a further need arises. All high priority students have an IEP in place. Further IEPs are written as need become known and is now the first step on the graduated pathway for students at Gloucester Academy. Teachers receive printed copies of each IEP to ensure they have the strategies to support students to hand.</p>		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan (examples)	Impact	Resp	Y1 review	Y2 review	Final review
<p>The website is written in user-friendly language, with as non-complex vocabulary as we can manage all policies and procedures explained clearly.</p>	<p>The parents and careers of our students are able to access the most important information to support their child to be successful at GA.</p>	<p>xx</p>	<p>In the view of the SENDCO the website reflects an accurate description of the provision available at Gloucester Academy. This is laid out in a clear and structured format to support the understanding of our offer. To date no professionals or parents have queried or asked for further clarification about the SEND information on the schools website.</p>		
<p>Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required.</p>	<p>The parents and careers of our students feel fully involved in the life of the school and can access important information</p>	<p>xx</p>	<p>The SENDCo has had no request for alternative format brochures and newsletter. This will be considered and implemented on a case by case basis should the need arise to ensure the school is listening to the bespoke needs of the community this also includes translation of relevant literature on request.</p>		