

## GREENWAY ACADEMY

### ACCESSIBILITY PLAN 2017 – 2020

#### INTRODUCTION

The Castle Trust and Local Advisory Committee of Greenway Academy recognises that disability discrimination duties and planning duties are owed to all pupils who are defined by the Equality Act 2010 as being disabled. The Equalities Act defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

The Trusts’ and Local Advisory Committee’s three key duties towards disabled pupils are:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Greenway Academy Local Advisory Committee to address inclusion and increase access to education for all pupils and for disabled pupils in the three areas required by the planning duties of the Equalities Act, within a mainstream educational environment:

- Explore ways to enhance/modify/develop the school premises to increase the extent to which the needs of all pupils can be supported and met in a mainstream school.
- Explore ways to increase the extent to which disabled pupils can participate in the school curriculum.
- Explore methods that would improve the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled.

The Trust and Local Advisory Committee is aware of the requirement for the school’s accessibility plan to be resourced, implemented, reviewed and revised as necessary.

## Visions and Values

Greenway Academy is committed to:

- Providing a safe and secure learning environment sensitive to every child's personal and academic needs.
- Encouraging pupils to adopt healthy lifestyles.
- Recognising the worth of all children, developing their independence and self-esteem.
- Encouraging respect, tolerance and consideration within the school and wider community.
- Delivering a broad balanced curriculum through a range of teaching and learning experiences to all pupils, irrespective of disability, ethnicity, religion, attainment, age, gender or background.
- Establishing and maintaining positive partnerships with parents, carers and other agencies.

The Local Governing Body and all staff at Greenway Academy are fully committed in their support every child, ensuring that they:

- Stay safe
- Be healthy
- Make a positive contribution
- Achieve economic well-being
- Enjoy and achieve

### Priorities for development of the visions and values that inform the plan:

- disadvantaged. Greenway Academy aims to be an inclusive school and actively seeks to remove barriers to learning and participation that may hinder or exclude individual pupils or groups of pupils.
- Disabled pupils and staff will not be treated less favourably than those without a disability.
- If possible, reasonable adjustments will be made to ensure that pupils and staff with disabilities are not.
- Where possible, the school will endeavour to anticipate the needs of disabled pupils and staff before they join the school.
- Accessibility will be a termly item on staff meeting agendas.

### Information from Pupil Data and School Audit:

There are currently 386 pupils aged 7 – 11 on roll of whom over 26% fall within the Equality Act definition of disability.

Staff are aware of the Equality Act.

The school liaises with Castle Trust in order to meet Health and Safety obligations.

## **Priorities for the development of information to support the school's accessibility plan:**

Removing barriers – the school will:

- Endeavour to make reasonable premises adjustments to address inclusion and meet the needs of all pupils.
- Endeavour to improve accessibility to the school so that disabled pupils, staff and other visitors are not un-necessarily disadvantaged.
- Continuously review of the Accessibility Plan.
- Increasing the extent to which disabled pupils can participate in the school curriculum:
- Use teaching strategies and technology to enhance learning and participation in a broad and balanced curriculum.
- Identify ways in which all pupils can take part in sport, music and drama.
- Plan out-of-school activities and school trips in such a way that pupils with disabilities are not disadvantaged through lack of opportunity.
- Use language that does not offend, make staff and pupils aware of the importance of language.
- Ensure library, reading books and other resources contain positive images of people with disabilities.

## **Priorities for increasing curriculum access:**

- Regular reviews of resources to ensure they match the needs of all the children.
- Adjust classroom organisation, deployment of support staff, timetabling and staff training.
- Utilise personalised plans and costed provision maps.
- Wherever possible, respond to guidance from the pupils and parents.

## **Improving the physical environment of the school to address inclusion and increase the extent to which all pupils can take advantage of education and associated services:**

The physical environment

- Improve site security.
- Consider premises enhancements that could address inclusion and meet the needs of all pupils e.g. therapy/counselling rooms.
- Consider visually impaired users when approving colour schemes.
- Provide suitable disabled toilet facilities.
- Select IT software appropriately.
- Consider use of 'clear print' signage.

**The school has set the following priorities for physical improvements to increase access and address inclusion:**

- Improve the security of external doors on the school site.
- Review the position of door exit switches.
- Improve Site Security.
- The school has installed a sensory room as a calm space where children can de-stress. The school has a designated family hub and an OT room and will continue to enhance the premises in order to offer counselling, therapy and support services for all pupils, parents and carers.
- The school recognises that there is further room to improve external access/egress routes.
- The school has two parking bays reserved Blue Badges holders.
- The school will work with the Local Authority to improve the safety of Greenway Road.

**Improving the delivery of written information to disabled pupils:**

**Information**

Information normally provided in writing (lesson content, texts, library resources and School events) can be transmitted orally, visually or through technology as may be appropriate to the pupil.

**The school has set the following priorities for providing information for disabled parents, carers and pupils:**

- Hearing Aid Loop.
- Communication with parents and carers can be similarly adapted e.g. if visually impaired, information can be communicated via the telephone.

**Management, coordination and implementation:**

**The Planning Process:**

- The Local Advisory Committee, alongside the Trust, is responsible for the school's duty not to discriminate.
- A SEN Governor and the Inclusion Lead jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.
- The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.
- All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.
- Parents and carers are asked to keep the school informed about any relevant issues.

- Governors will review the Accessibility Plan on a three-year rolling programme and as necessary.

### **Monitoring and Review:**

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible and that no groups of pupils or individuals are underachieving.

Evaluations of the data are regularly reported to the Local Governing Body.

The Headteacher implements the school's disability non-discrimination policy on a day-to-day basis and ensures that all staff are aware of the details of the policy as it applies to them.

The Headteacher reports to governors annually on matters regarding disability discrimination.

We expect parents/carers will want to share our aims and work closely with us and we value their co-operation and participation, which will help us as well as their child.

### **Other Plans and Policies:**

The school has various policies that impact on the Accessibility Plan, these policies can be made available by prior appointment for parents and carers to read and review. Policies that may be of specific interest are:

- Curriculum Policy
- Inclusion Policy
- SEN Policy
- Health and Safety Policy

The Local Governing Body undertakes regular reviews of school policies and procedures to ensure they are up to date and remain relevant to the particular circumstances of the school. This is done annually and at other times if circumstances indicate it is appropriate to do so.

**Reviewed: September 2018**

