



GARSTANG COMMUNITY ACADEMY

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Accessibility Plan 2020-21



Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, school governing bodies have had three key duties towards pupils with a disability, under part for of the DDA:

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

This plan sets out the plan of the academy to increase access to education for pupils with a disability in the three key areas required by the planning duties of the DDA:

- Increasing the extent to which pupils with a disability can participate in the curriculum;
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of the education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who do not have a disability.

It is a requirement that the academy's Accessibility Plan is resourced, implemented, reviewed and revised appropriately. This plan contains a set of action plans showing how the academy will address the priorities identified in the plan.

Definition of disability

Disability is defined by the DDA in this way: "A person has a disability if he or she has 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."

The purpose and direction of the school's plan:

Vision and Values at Garstang Community Academy, we are committed to giving all our pupils and staff every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all pupils and staff. We promote the achievement and individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background. This plan is to be read in conjunction with the academy's



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Equality objectives, Health and Safety Policy, Special Educational Needs Policy and the Behaviour for Learning Policy, all published on the school's website.

We are also committed to offering an increase in access to the curriculum for pupils with a disability, ensuring that those with a disability are as equally prepared for life as those pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

We aim to be an inclusive school and actively seek to remove any barriers to learning that can hinder or exclude pupils. This means that equality of opportunity must be a reality for all our children:

- Girls and boys
- Minority ethnic and faith groups
- Children needing support to learn English as an additional language
- Children with special educational needs
- Children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil and staff data informs us we currently have children and staff from a range of backgrounds and with a diversity of need, including: cerebral palsy, asthma, diabetes, eczema, hearing impairment, visual impairment, epilepsy, hypochondroplasia, hypermobility and some rare syndromes.

We liaise closely with parents and professionals to ensure we provide the right care for their needs. We also collect information from primary schools and other educational settings prior to pupils' starting in Year 7 (or at other times in the year) so that we are prepared for their needs when they begin school. We offer regular access to Occupational Health for our school staff.



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MAIN PRIORITIES OF THE PLAN

We take advice on support for pupils with disabilities and work with experts to ensure children have the necessary support to include them fully in the life of the Academy.

The Action Plan ensures that:

- The academy draws on the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of pupils with a disability
- There are high expectations of pupils with a disability
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the academy and between partner schools
- This plan is reviewed annually
- Pupils, staff, parents and directors are consulted on the outcome and progress of the accessibility plan ensuring its development



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Access to the Physical Environment

TARGETS	STRATEGIES	TIMESCALE	RES'BILITY	SUCCESS CRITERIA
Academy aware and acts upon the access needs of all children, staff, parents and directors with a disability	Create access plans for children, staff, parents and directors when required	As necessary	SR	Healthcare plans in place for pupils and risks assessed for others as necessary
	Survey of staff and directors to ensure access needs are met	Induction of new staff/directors	AA School questionnaire	Staff and governors and parent/carer access needs met
	Data collection sheet to establish access needs of parents/carers	Annually + on admittance of new students	Office Team	Up to date Synergy/SIMS information & data base
	Dissemination of relevant information to all staff, parents and pupils	Annually and as necessary	SR	Staff awareness of access issues
Ensure all pupils/staff and visitors, with disability, can be safely evacuated	Ensure Personal Emergency Evacuation Plan in place for pupils with SEND as appropriate	September and as new students with additional needs are accepted onto GCA roll	SR	All pupils with disability and staff working alongside them are safe in the event of a fire.
	<ul style="list-style-type: none"> Annual review to ensure all staff are aware of their responsibilities in the case of an emergency evacuation 	September	SR/SB	PEEP assessments completed and action taken for those with a disability Site safe for exit by pupils and staff with a disability.
	<ul style="list-style-type: none"> Egress routes visual check done daily 	Daily	Site Team	



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Access to the Curriculum

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure accessibility of access to IT resources	Alternative hardware/software resources available to ensure access to curriculum	As necessary – on-going	SR	Hardware and software meet needs of all pupils
Classroom teachers and support staff appropriately trained in supporting SEND	<ul style="list-style-type: none"> • Audit of specific staff need through appraisal • CPD provision on basis of need 	Annual CPD Annual CPD	SLT SLT	Increased staff confidence in the quality and inclusivity of delivery of curriculum
Ensure involvement of all pupils in full curriculum including PE and educational visits	<ul style="list-style-type: none"> • Ensure venues are assessed for suitability of provision • Information gathering and provision to parents/carers on accessible extra-curricular sports provision • PPG and EHCP support for additional support for extra-curricular clubs 	Annual and as new students with additional needs are accepted onto GCA roll Annual and as new students with additional needs are accepted onto GCA roll Annual and as new students with additional needs are accepted onto GCA roll	SR/Class Teachers / EVC SR to co-ordinate where required SR to co-ordinate where required	All children take full part in whole curriculum and are included in visits Parents/Carers aware of sports provision outside of school for pupils with a disability Increased participation of pupils with disability in extra-curricular provision



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	<ul style="list-style-type: none"> Links to Highfurlong School & other specialist schools to support pupils who have physical disabilities where they follow the MATP/Motor Activities Training Program for sport/PE. 	Annual and as new students with additional needs are accepted onto GCA roll	SR to co-ordinate where required	All children have appropriate access to a full curriculum of learning
High quality T&L provision for pupils with SEND, including targeted intervention/support	Regular targeted monitoring of achievement and T&L provision for pupils with SEND; implementation of the graduated approach – pupil-centred and inclusive	Reviewed at least termly – usually in line with scheduled year group data collections	SR	Increase in achievement of children with SEND



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Access to Information

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Provide information in a form that is appropriate to all pupils and parents/guardians.	<p>Information will be available on request and on our web-site. When required we will provide the information in a format that best makes it accessible to the person with additional needs eg.</p> <ul style="list-style-type: none"> ~ in different formats e.g. large print, braille, audio etc; ~ available - and accessible to all - on the school website; ~ make information available in other languages (if required). <p>Guidance to staff on disability and accessibility information will also be provided.</p>	On-going	SR	<p>All parents/guardians and pupils can easily access all the information</p> <p>Ensure that all pupils have access to the same level of information</p>
Improve signage within school	<ul style="list-style-type: none"> • Review Signage / build into maintenance plan • Include symbols on signs where possible 	On-going	SB	Clear instructions for everyone
Report Annually to parents/carers and other stakeholders on access for the disabled	Include information within the reporting structure to governors and parents via plan	On-going	SR	Information provided is clearly presented, including to parents/carers with a SEND