

# Accessibility plan

## Grace Academy Coventry

Approved by:

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## 1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Grace academy we have a Strategic team who will undergo the review.

At Grace Academy Coventry, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

## 2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Academy Leadership Team, SENDCO, DSL, the Trust and Governing Body (including parent governors).

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Medical Needs Policy
- Off site visits and journeys guidance

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Strategies	Timescale	What success looks like
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability and ensure all trips are accessible.	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place – including leaving school via the playground gates instead of the main front door which has steps in front	As required	Disabled children feel able to participate equally in out of school activities.
Ensure PE activities are accessible by all, include activities that do not need physical strength.	Liaise with outside agencies for any students requiring adaptations.	Ongoing	PE curriculum adapted to meet needs of all children. Appropriate individualised resources available.
To ensure that disabled children can access all aspects of the curriculum.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Ongoing	Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place.

Review SEND list three times a year to ensure needs are covered.	Audit SEND list, view strategies that are in place and revise as appropriate	Ongoing	All SEND children make progress.
School is aware of the access needs of parents/carers including EAL	All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages. Audit accessibility for parents / carers for day to day routines and for one-off events.	Sept 2021 for new starters  On-going	On-going dialogue between parents and carers Appropriate support in place.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Medical Needs Policy
- Off site visits and journeys guidance

## Appendix 1: Accessibility audit

Feature	Description Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Stairs are kept clean, tidy and free from obstruction at all times. This will always be maintained to ensure access is possible.	Site Team	Ongoing
Corridor access	Corridors are wide and will not be blocked by equipment.	All staff	Ongoing
Lifts	Service level agreement in place for maintenance and services happen annually.	LHo	TBC
Parking bays	Disabled members of staff and visitors have a place to park in the staff car park near the school reception to allow people with mobility issues/ wheel chairs to access the main school building easily.	LHo	In place
Entrances	Automatic front doors, enclosed lobby		In place
Toilets	Toilets have disabled access and alarms. Alarms to be serviced every 6 months or as required.	LHo	Feb 2022
Reception area	Accessible to wheelchair users with an accessible reception window.		In place
Internal signage	Large signs are in place.	N/A	

Emergency escape routes	Fire evacuation plan in place. Ensure weekly testing of system and maintenance.	Site Team	
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