




ACCESSIBILITY PLAN

Date reviewed	28 March 2019
Next review date	March 2022
Reviewed by	Academic Standards, Safeguarding, SEN and Educational Trips Committee

Signed: 
Chair of Governors

Dated: 28 March 2019

Signed: 
Principal

Dated: 28 March 2019

1. Rationale

Goldington Academy is a diverse and inclusive community that focuses on the wellbeing and progress of every student. We support all students, including those with disabilities, and challenge them to fulfil high ambitions. The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities

Goldington Academy is committed to providing an appropriate and high quality education to all the pupils in our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Goldington Academy is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners.

This accessibility plan describes the way we meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

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

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.

3. Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive.

In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

4. The Accessibility Plan

Goldington Academy is committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

The School provides the following Equal Opportunities to Access overseen by the SENDCo.

In line with Section 69 of the Children and Families Act 2014 and the Equality Act 2010, our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

Aims to improve disability provision	How this is achieved:
Increase access to the curriculum for pupils with a disability	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 resources include examples of people with disabilities. 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.
	Parent consultation evenings – consideration given to location to ensure equal access.
	Alteration of room timetables for staff and/or students who are unable to access 1st and 2nd Floor classrooms / rooms or activities.
	Full range of provision across the disability spectrum is identified and implemented by the SEND and examinations teams e.g. laptops, scribes, enlarged lesson material, medical support, etc.

	Teacher training to ensure understanding of needs and maximise support.
	Involving students in their learning and target setting through pupil interviews, pupil surveys, mentor programmes, Assessment for Learning, supporting mental and emotional well-being through the curriculum, pastoral mentoring, anti-bullying workshops and whole school behaviour policy.
	All children, regardless of disability are able to attend all clubs/social events, where reasonably practical. All trips are suitable for all children to attend.
	Curriculum provision ensures success for all. Adaptations to the curriculum to support pupils learning are made through differentiation and by using differentiated learning materials. Teaching resources that provide support and structure are used within the class with the intention of building pupil independence. Visual support is provided in classrooms with interactive whiteboards.
	We have a Learning Integration Centre with a highly qualified support teacher. Social skills groups, behaviour support, self-esteem and friendship groups as well as individual support are delivered here. The aim is to support all pupils with a wide variety of social, emotional and mental health issues.
	There are two break times at school. One is twenty minutes in the morning and the second is lunch, which is one hour long. There are a wide and varied range of extra-curricular clubs and activities of all kinds that all pupils are encouraged to attend. There are clubs that run at lunchtime, including various sports clubs, Art Club, Computer Club and Board Games Club. There is also a Homework Club daily and the library is open throughout break and lunchtime for quiet reading or study. For quieter social space, a SEND Lunchtime Club is available for students. Please consult the school website for updated extra-curricular clubs.
	Goldington Academy has a breakfast club which opens at 8.00 am and is open for pupils to have breakfast or a drink.
Improve and maintain access to the physical environment	Ground floor access to all buildings is accessible to wheelchairs.
	Reception entrance accessible through automatic doors and reception counter lowered on one side to support disabled visitors in wheelchairs.
	The academy has wheelchair ramps into the main reception and the Arts Centre to support flexible access to external doors which have a step.
	Alteration of room timetables for staff and/or students who are unable to access 1st and 2nd Floor classrooms / rooms or activities.
	The school has five disabled toilets situated around the site. One of these is also a wet room.

	Lift to all floors.
	The lighting on the staircases has been improved and there are luminous painted strips on the stairs to help those pupils with visual challenges.
	All stairwells have safety handrails.
	Routine checks in place to ensure that corridors / stairwells and classrooms are clear of clutter and obstacles posing a trip hazard.
	Safety warning signs are in place in Science, Art and D&T.
	Black-out blinds in use in drama, science and art classrooms. Vertical blinds in all other classrooms to manage light and glare.
	Signage on main gate with contact details for school reception.
	Signage in place on most room doors
	All emergency escape routes are kept in a sterile state and monitored throughout the day. Cleaning / litter picking in place after break and lunchtime in communal areas to minimize risk of slips / trips.
	There are carpets in all classrooms to improve sound quality.
	At Goldington Academy we are fortunate to have extensive grounds for the pupils to enjoy. There are two play areas, one is a smaller environment where pupils may sit and play games or chat to friends. We have a garden area with a gentle play course, which the pupils enjoy. During the summer the pupils may use our large field which has an additional play area and shaded sections. We also have an all-weather Multi-use Games Area (MUGA), which can be used at break time under supervision.
The following opportunities to improve further will be explored:	<p>a) Opportunities provided by assistive digital technologies.</p> <p>b) Regular clear and relevant information to parents in home language if required.</p>

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be approved by the governing board.

6. Links to other school policies and procedures:

This policy is intended to be used in conjunction with the academy

- Attendance Policy
- Homework Policy
- Inclusion Policy
- Pastoral Care and Behaviour Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Subject Policy documents
- SEND Policy
- SEND Information report - <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/GoldingtonAcademy/MainFolder/Documents/Learning/SEN/SEN-Information-Report-2017-18.pdf>
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy