

# Grace Academy Darlaston

## Accessibility plan 2021-2024

|                            |                |
|----------------------------|----------------|
| <b>Approved by:</b>        | LGB            |
| <b>Last reviewed on:</b>   | September 2022 |
| <b>Next review due by:</b> | September 2025 |

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

As an academy, we are passionate believers that every student has the right to an education where they can learn safely and without prejudice. Our Christian Ethos promotes equality and inclusion. We also believe that all stakeholders including students, staff, visitors and parents/carers should be treated with respect. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

Our [Equality Policy](#) contains information about how our academy complies with the Public Centre Equality Duty.

#### Our Equality Objectives are:

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community both through Religious Educations lessons, workshops and twinning programme.
2. To promote and audit the involvement of all groups of students in the extra-curricular life of the academy.
3. To promote student leadership across all areas of school life and encourage representation from the whole school community.
4. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.
5. To reduce the amount of homophobic, bi-phobic, transphobic (HBT), sexist and racist incidents by students in the school.

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 including following policies and procedures of the Tove Learning Trust, Walsall Council and other relevant partners.

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

We have included a range of stakeholders in the development of this accessibility plan, ensuring our Equality Objectives reflect the academy priorities and draw upon available data and other evidence including student/parent and other stakeholder surveys. Analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups by staff equality and diversity champions.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

### 3. Action plan

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

| AIM   | Strategies  | Person Responsible                                     | TIMESCALE      | SUCCESS CRITERIA   |
|---|---|--|----------------|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Staff are provided with high quality support plans to allow an inclusive approach to teaching and learning</li> </ul> | <p>SENDCo<br/>Heads of Department<br/>Medical Lead</p> | <p>Ongoing</p> | <p>Positive progress for all students, including those with additional needs</p> |

| AIM   | Strategies  | Person Responsible   | TIMESCALE  | SUCCESS CRITERIA   |
|---|---|--|--|--|
| Improve and maintain access to the physical environment                         | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Fire exits and Evac-chairs suitable for people with disability</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> | <p>SENDCo<br/>Facilities Manager<br/>Health and Safety Lead<br/>Sites team</p> | Ongoing  | <p>Positive attendance for all students, including those with physical impairments</p> <p>Positive Health and Safety Audits</p>  |
| Improve the delivery of information to pupils with a disability                 | <p>Our Academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> </ul>  | <p>SENDCo<br/>Medical Lead</p>   | <p>Ongoing</p> <p>Review case by case where a student may need alternative access arrangements</p> | <p>Students with any disability are able to attend and learn without hindrance</p>   |
| Ensure that school trips are accessible to all, including those with disability | <p>Ensure venues and means of transport are vetted for suitability</p> <p>Develop guidance on making trips accessible</p> <p>Complete risk assessments where a trip may be incompatible with a students' disability and identify how barriers can be removed, where possible</p>  | <p>EVOC<br/>SENDCo</p>   | Ongoing  | <p>No student or staff member unable to attend a trip or visit due to their individual disability.</p> <p>Risk assessments completed for students where a trip is totally inaccessible</p> |

| AIM  | Strategies   | Person Responsible                         | TIMESCALE          | SUCCESS CRITERIA  |
|--|--|--|--------------------|---|
| Ensure PE curriculum is accessible to all                      | <p>Our Academy takes a wholly inclusive approach where students can access core PE lessons</p> <p>Where activities may go beyond a students' physical allowance, alternative PE lessons are in place with HLTA</p>   | HoD PE<br>SENDCo                           | Timetabled lessons | All students access their timetabled PE lessons in full                           |
| Provide procedures for students requiring special arrangements | <p>Arrangements are in place for students needing special arrangements during drills/evacuations:</p> <p>Arrangements devised with student/parent (where needed)</p> <p>Use of designated stairwells including communication devices to let evacuation team know where students are</p> <p>Specific areas for students with specific requirements to gather during drills/evacuation including seated areas where needed</p> <p>Fire exits and Evac-chairs suitable for people with disability</p> | Facilities Manager<br>Fire Evacuation Team | Ongoing            | <p>Successful fire/evacuation drills</p> <p>Positive health and safety audits</p> |

## **4. 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 body.

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

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

- Risk Assessment Policy
- Health and Safety Policy and local procedures
- Equality Information and Objectives (public sector equality duty) Statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils with Medical Conditions Policy