

Gladesmore Community School



ASSESSIBILITY ACTION PLAN 2020-24

[S8.1]

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Governing Body :		
Status : Statutory	Index : School Improvement	Website : Y

ACCESSIBILITY ACTION PLAN [S8.1]

Disability equality is an explicit aim within the School's policies. This plan sets out the way the School aims to increase access to education for pupils with disabilities by:

- improving the premises and environment of the school to increase the extent to which pupils with disabilities can take advantage of provision.
- improving the delivery of information to pupils with disabilities.
- increasing the extent to which pupils with disabilities can participate in the curriculum

At Gladesmore Community School we are committed to developing an inclusive environment. Improvements to the premises are considered as funding permits. When building and remodelling projects are undertaken, disability access is a fundamental feature of the planning and design process.

The School Disability Accessibility Plan aims to address three main duties towards pupils who may have a disability:

- not to treat pupils with a disability 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.

A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. These impairments may include sensory (e.g., sight or hearing) difficulties, learning difficulties, behavioural difficulties, medical conditions, pupils with Aspergers Syndrome and Attention Deficit or difficulties linked to mental ill-health. (Note that Special Educational Needs are dealt with separately).

This Action Plan supports the delivery of the Schools Equality Scheme explicitly showing separate actions for disability and how the school plans to increase access to education for disabled pupils.

Improving access to the curriculum

Targets	Actions	Who	Timeframe	Success Criteria
To evaluate provision for pupils with disabilities during Subject Reviews	Lesson observations include a focus on needs of pupils with disabilities.	Subject teachers in liaison with the AEN faculty	Ongoing	Provision for pupils with disabilities is maintained at a high standard
Further develop staff awareness of pupils with disabilities	Provide entry and annual pupil assessments for staff along with information about relevant conditions	AEN faculty	At the start of each academic year, or on entry to the school.	Staff aware of pupils needs.
	Provide information and guidance to staff at staff briefings to advise on best strategies to implement and support pupils with SEND	SENCO & AEN Faculty	Scheduled Monday pm Staff Briefings	Staff aware of pupils needs and best strategies to support.
Develop whole staff and pupil awareness of disability issues.	Scheduled features in Staff Bulletin and at Staff Briefings.	SENCO & AEN Faculty	Calendared schedule	Heightened awareness by the staff as a whole of current issues
	Diversity and disability issues addressed in school assemblies	EDI coordination	Ongoing	A standard feature of the School Assemblies schedule
	Annual TAD training for all staff	SENCO	Annual	Improved understanding on the part of staff and a higher quality learning experience for the pupils

To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.	Review the allocation of TAs and LSAs to support pupils with disabilities as appropriate.	SENCO	Following half-termly reviews or more frequently if necessary	Targeted support efficiently and effectively provided
Keep targets and methods of working under review in the light of new opportunities and legislation.	Keep in touch with specialist sources and advise the SLT	AEN faculty	Ongoing	Curriculum meets needs of all pupils.

Physical improvements to the environment

Targets	Actions	Who	Timeframe	Success Criteria
All new buildings and alterations are fully accessible to pupils with a wide range of disabilities including those with Visual Impairment.	Discuss plans with architects, external specialists, and HoF. Ensure architect's compliance with DDA and school's commitment to access	Headteacher Premises Manager	Ongoing	Plans meet DDA requirements
Ensure suitable evacuation procedures for pupils with disabilities.	Annually review procedures for pupils with disabilities and ensure that appropriate staff are aware of them	Premises Manager	Annually	Review completed and appropriate measures agreed.
Pupils with disabilities are fully informed about provision, access and evacuation.	Pupils with disabilities are assessed. Advice to staff and pupils updated as required.	SENCO AEN faculty	On entry with reviews half-termly On entry, at the start of each year; and as required	Assessments undertaken. Targeted support efficiently and effectively provided

Improving provision of information

Targets	Actions	Who	Timeframe	Success Criteria
To improve communication with disabled pupils/users	To ensure the school website is clear to use.	Website Manager	Ongoing	Delivery of information to pupils with disabilities and their parents.
Consult with Disability Information Service about the best way to make information available, especially in relation to pupils with sensory impairment and ASD.	Increase levels of awareness amongst staff responsible for information.	SENCO	Ongoing	Information for disabled pupils well managed.