

gilesacademy Accessibility Plan 2019-2022

The Equality Act

A new Equality Act came into force on 1 October 2010.

It brings together over 116 separate pieces of legislation into one single Act.

The Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

It provides Britain with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

It can be viewed at <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

1 Improving Physical Access

Improving Physical Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no student or member of staff is excluded from accessing the premises	<p>Conduct an annual audit of the premises taking into account the specific needs of students and staff (current or prospective).</p> <p>Proposal for SEND students to have access to ground floor facilities (MU1/ VI Form common room?)</p> <p>Proposal for Science lab to be placed on ground floor to help with physical access and improve accessibility for all.</p>	Classrooms are accessible to all students and staff.	Annual audit and update	All students can access the curriculum.	By SLT member with responsibility for Health and Safety.

Continue to review the accessibility of the site for disabled students	Conduct student feedback with Giles Voice regularly to ensure they feel they are able to access all of their timetabled classrooms and that they are able to socialise with their peers.	No space on site is inaccessible for these students.	Termly	Students to feel confident getting around the site and feel able to access all areas.	By SLT team.
Continue to ensure the needs of students are met in relation to physical therapy and/or PE lessons.	Liaise with ULHT nursing team to ensure relevant staff have had appropriate training to support specific students in physical activity. Following any planned surgery, provide appropriate physical therapy on site.	To access PE lessons where appropriate or receive regular physical therapy. To feel supported.	September 2019+ (linked to planned medical procedures and/or surgery)	To access some form of physical activity every week to feel included in his/her peers' PE lessons by supporting PE if unable to take part, eg score keeping	PE Staff
Dedicated disabled parking bay for visitors or staff	Site Manager and SLT responsible for Site to allocate a space and mark it out as appropriate. (Suggest next to hatchings at front.)	All disabled visitors and staff able to park in a convenient place.	ASAP	All disabled visitors and staff have easy access to our site.	SLT
Improved access to the site	Ensure pathways are level and stable. To ensure they are gritted and ice free (when appropriate) Check exterior lighting is working on a regular basis. Ensure there is adequate lighting for staff when parked on the field (parents' evening etc). Ensure classrooms are safe including flooring and lighting.	Paths accessible and safe.	Ongoing	Improved safe access for students, parents, staff and visitors.	SLT and Site Manager

Exits Ensure all disabled or impaired students, staff and visitors can be safely evacuated in the event of an emergency.	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils. To ensure all classroom fire exits have ramps to aid exit in the case of emergency.	Disabled or impaired students, staff and visitors are aware of PEEP.	Now, and ongoing for visitors.	Disabled or impaired students, staff and visitors feel safe.	SLT Health and Safety
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2 Improving Curriculum Access

Improving Physical Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Make curricular adjustments to make fair access for all (QFT)	Consider needs of all students when planning lessons, e.g. adjust text size, paper colour, where students sit. Ensure staff have access to the inclusion data of students to ensure they can plan and deliver to meet their needs.	All pupils access the curriculum.	Ongoing	All pupils access the curriculum. Structured conversations as appropriate with parents and carers.	HODs and SENDCO
Ensure teaching and learning meets the needs of all learners	All Departments to have clear provision for differentiation and intervention.	All teachers are able to fully meet students' needs with	Ongoing	Drop in & lesson obs evidence indicates the needs of all students are being met.	By HODs and SENDCO

through effective differentiation.	Regular staff training led by SENCO or another member of SEND team.	regard to accessing the curriculum.		Evidence from training sessions collected by KC.	
Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer / laptop access available for students as appropriate.	Improved attainment and progress for SEND students.	Ongoing	All SEND students who require ICT support can access the curriculum and achieve. Ten laptops bought to support students.	By HODs and SENDCO
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, stoma bags and the use of epipens.	Provide training and awareness raising sessions as part of CPD, staff meetings and assemblies for staff and students. ULHT staff brought in when appropriate.	Academy will continue to be fully inclusive.	Ongoing for all staff.	Appropriate staff to have attended training for the administration of drugs for students on the SEN register for specific medical issues.	Record of training kept by SEN admin and KC
Continue to ensure that the needs of SEND students are met and seen to be met.	SENCO to deliver training to new staff. Continually review policy and procedures relating to SEND.	Improved attainment and progress for SEND students.	Ongoing	Drop in and lesson observation evidence indicates needs of all learners being met. Narrowing of gap between SEND and non-SEND. Evidence from training sessions collected by KC.	SENDCO/ KC

3. Improving delivery of written communication

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Make written material/ communication available to students, staff and parents in	Increase font sized of paper copies or send electronic versions if requested.	Academy information available to all in a range of formats.	Ongoing	Delivery of information to students, staff and parents and to carers improved. Increased involvement in academy life.	SLT and SENDCO

alternative formats e.g. larger font size.				Laptops bought for students to borrow in school to support with written work.	
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4. Improving access for those with a hearing or visual impairment

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no-one with a hearing impairment is prevented from accessing provision in the Reception Area and Main Hall.	Install a hearing loop or improve acoustics in the Reception Area and Hall to assist those with hearing impairment.	Those with hearing impairments not excluded from talks and functions.	Hearing loop/improved acoustics to be in place when sourced.	Hearing loop and improved acoustics in use for assemblies, meetings and functions and at Reception.	SLT
Source equipment to support lessons with hearing or visual impairment.	Acquire specialist equipment to support students to access lessons in the classrooms.	Equipment used by student to overcome the problem.	Ongoing as need arises	Student successfully uses equipment to fully access the curriculum.	SENDCO and SEND team + External agencies.

