

Great Park Academy Accessibility Plan – September 2024

Introduction

Great Park Academy is committed to providing premises which are suitable and sufficient for all education purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special education need or disability.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2020) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definitions also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Contextual Information

Great Park Academy is actively improving accessibility for children, young people and visitors as, and when, building schemes are considered and completed, and all four classrooms in the KS2 building are accessible to wheelchair users, as are social and dining areas. Ground floor KS3 classrooms are also wheelchair accessible. Great Park Academy's external areas, which form specialist sports areas, roadways, footpaths and car parks are all accessible to those with disabilities and there are disabled car parking bays. School entrances have ramp access and there are accessible toilets located in the KS2 building and on the ground floor of the KS3 building.

We provide all children and young people with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals. Where appropriate, our PRAISE code is adjusted to meet the needs of individual students – these students will use an adapted praise code. We actively encourage SEN students to attend clubs and additional activities. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young children.

Great Park Academy recognises its duty under the Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an academy or other education provider to treat a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

Great Park Academy Local Advisory Group have the duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Great Park Academy for the purpose of increasing the extent to which disabled children and young people are able to use education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective students.
2. Ensuring that the curriculum is adapted to meet the learning needs of children and young people with SEN and disabilities. Targets are personalised and assessments are adapted where appropriate. Written material, usually provided for all pupils, is to be presented in an appropriate form (including pictorial, oral and Braille formats). Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum. Where necessary, adapted and bespoke curriculums are generated to meet the needs of individual students.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of the LA services such as specialist teacher advisers, SEN advisers, and appropriate health professionals from the NHS Trusts.

Management

Accessibility action planning forms part of Great Park Academy's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in target areas. Accessibility action planning aims:

- To review Great Park Academy's policies, procedures and facilities when they are likely to affect current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review Great Park Academy's Accessibility Action Plan.
- To continue to review Great Park Academy's SEND Policy.

Monitoring

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- Classroom Provision
- Schemes of Work and Curriculum planning

Teaching and Learning Support

As set out in the SEND Policy, Great Park Academy has:

- Learning Support (SEN) teams who are equipped to manage and support a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access the curriculum.

Great Park Academy has procedures for addressing accessibility in advance of a child or young person's arrival or, in the case of emergence of a disability during a child or young person's time at Great Park Academy, as soon as is reasonably possible, by considering and making available:

- Appropriately modified resources and materials
- Appropriately adapted teaching approaches
- The use of ICT aids where appropriate
- Personalised provision and support.

Other related Great Park Academy Policies

Equality for disabled children and young people is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Disability Equality Scheme
- Teaching and Learning Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Children Protection Policies
- Great Park Academy Improvement Plan
- Policy of Great Park Academy visits and excursions
- SEND Policy
- SEN Information

Date Approved: 01.10.2024

Signed: A. Bottley

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