



Guildford County School

Guildford County School Accessibility Plan

Policy Review

This policy was adopted March 2020
It will be reviewed March 2021
by the Impact Committee

Guildford County School

Accessibility Plan

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of Guildford County School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Next review date: _____

Planning Duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible, further information is needed about areas of difficulty.	Audit of physical environment	Leadership Team and Architect TBC (Refer to MAT)	Spring 2020	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2020
Medium term	Learning environment is not accessible for wheelchair users.	Temporary ramps can be purchased once the areas of difficulty are identified	School Business Manager	Spring 2020	Learning environment is more accessible for wheelchair users	Autumn 2020

	Toilets are not accessible; only one toilet is fully accessible in the main hall.	Fully compliant with disabled toilet rules, new toilet to be installed in Sports Hall Building	School Business Manager, TBC	December 2020	Access to toilets is increased	Summer 2021
Medium Term	Find out how well equipped we are as a school to support those with hearing difficulties.	Audit of physical environment	SEND with support for our Hearing Specialist Cerys Harman	December 2021	Awareness of areas of difficulty for those struggling with their hearing.	Summer 2021
Long term	Children with physical disabilities cannot access some school buildings and some areas of the school building, for example there is no lift access in some buildings.	Construction work undertaken. New lift being built in Sports Hall from basement to the ground floor level, allowing access from street level. Links from new Sports Hall building will enable more accessibility to classrooms in A Block and Cobbett first floors making	School Business Manager/Building Contractors	Summer 2020	School buildings are fully accessible	Autumn 2021

		classrooms and buildings more accessible. With constructive timetabling, some classes could be timetabled into specific rooms.				
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Planning Duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils

	Issue	What	Who	When	Outcome criteria	Review
Short term	A programme of awareness needs to be developed to ensure accessibility to the curriculum.	Audit of Curriculum	Deputy Headteacher/ Assistant Headteacher / Teachers/SENCo / Heads of Department /	Spring 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2020
	Improving awareness of students' with additional needs and the best ways in which to support their access to the curriculum	INSET provided to staff members throughout the school year. Training for teachers on differentiating the curriculum	SENCo and Leadership Team	Summer 2020	Staff members have the skills to support children with SEND	Autumn 2021

Medium term	Co-curricular activities take full account of students with SEND.	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2021	Planning of school trips takes into account pupils with SEND	Summer 2021
Long term	Pupils with SEND who need access to laptops struggle to access lessons as there is a shortage of available laptops and funding for them.	Fundraising for Laptops for students who need them.	Headteacher/ICT Manager/SENCO	Autumn 2021	Pupils with SEND can access lessons	Spring 2021

Planning Duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their

	Issue	What	Who	When	Outcome criteria	Review
Short term	Information to be more accessible through development of new school website.	Development of new school website	Office Manager	December 2020	Access to information will improve via new school website.	Summer 2020
Medium term	Written information could be more accessible to pupils with visual and auditory impairments in lessons.	Training for teaching staff via CPL throughout the school year.	SENCO/ICT manager / External advisors	Spring 2020	Written information is fully accessible to children with visual and auditory impairments.	Summer 2020
Long term	Information sharing for students with SEND.	Improve work with families and continue use family feedback forms for students with SEND.	SENCo	Summer 2020	Information is successfully transferred to families as necessary.	Autumn 2021