Accessibility Plan

Introduction

Graduately Developing Futures (GDF) have prepared this Accessibility Plan to comply with Schedule 10 of the Equality Act 2010 and make arrangements for accessibility planning for disabled students and staff. Within the terms of the Act, the term 'disability' is defined as:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits and residential living.

Process

It is a requirement that GDF's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with

- Governors
- Parents/carers of students
- Staff
- External partners

GDF plans to increase the accessibility of our provision for students and stakeholders. The following areas, considered to be pertinent to the context will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school
- Improve the accessibility of written information to stakeholders with disabilities
- Raising awareness and accountability in relation to disability and accessibility

Specific action plans relating to the above areas will be reviewed and adjusted on an annual basis and a new plan will be devised for the next three-year period.

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GDF have a responsibility towards disabled staff and visitors and will:

- monitor recruitment procedures to ensure that people will disability are given equal opportunities
- ensure that staff and visitors with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff and visitors to fully access the workplace.

Vision

GDF will make arrangements to ensure that students with disabilities have:

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path.

Values

GDF will communicate to all students and staff that they are expected to:

- show respect for feelings, values and beliefs of others in our diverse school society, including positive attitudes towards people with disabilities, through PSHE
- encourage students with disabilities to be self-confident, have high self-esteem and the ability to form constructive relationships with others

Progress & Action Items

Curriculum

GDF aims to increase the extent to which disabled students can participate in the school curriculum using the following approaches:

1. Provide training for all staff on differentiation of the curriculum
    - Provide training to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks etc.
    - All teachers to show how differentiation is built into each of the schemes of work
    - The Leadership Team to ensure that all lessons are accessible to all students unless a Risk Assessment is in place and the safety and wellbeing of a child compromised
    - Teaching staff to liaise with Teaching Assistants prior to each lesson so that support is fully utilised
2. Differentiate resources
    - Use of whiteboards and other technology to enlarge text to make it easy for all students to read

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3. Ensure equal access for students with additional needs to school clubs, school visits and extra-curricular activities

- Risk assessment and planning of trip to include accessibility references
- Analyse extra-curricular activities to ensure inclusion of all students

4. Ensure that all students feel supported and included within the school.

Physical Environment

GDF takes into account improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

The school will provide adequate resources when accounting for students, staff and visitors with physical and sensory impairments when planning for future improvements.

We will continue to carry out an annual access audit to improve the physical environment of the school.

Information Sharing

GDF will improve the delivery of information to disabled students (and parents) by providing written materials in alternative formats as requested.

Improving Access to Written Information Item	**Activity**	**Lead**	**Completion Date**
Access to letters, documents, newsletters and reports	Principal's PA to support communication between home and school to ensure that families and carers with access issues are supported appropriately	Principal	Ongoing
Database of need	Database of parents, stakeholders who may require/request alternative formats for written information	Principal	Ongoing
Access to the school Prospectus and hard copy made available	School prospectus on website	Principal	Ongoing

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