

Accessibility Plan

Gretton School is owned and operated by Cavendish Education.

This Policy is one of a series of School Policies that, taken together, are designed to form a comprehensive statement of the School's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy should be read alongside all of these Policies in order to get the full picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values.

In all the School's Policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The School employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

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1 AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled learners can participate in the curriculum
- Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners

Gretton school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Gretton school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2 LEGISLATION & GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The

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definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3 ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Differentiated lesson plans, curriculum and resources. Access to lessons online and electronically.	All students are able to access the curriculum at a level appropriate to their learning and with due consideration of their disability.	Review of any students who are unable to access the curriculum on offer and identify their needs.	Assistant Head of relevant Key Stage.	End of Autumn Term 2021.
Improve and maintain access to the physical environment	Clear signage throughout. Timetables are adjusted to ensure lessons are accessible and specialist teaching spaces are at ground floor level.	Easy access for all.	Review of signage and access of both sites. Completion of VI Audit.	Facilities Manager.	End of Autumn Term 2021.
Improve the delivery of information to pupils with a disability	Small classes with high staff ratio to ensure that the needs of all are met.	Ensure that all students have access to the same information.	Review of any issues where communication has not taken place	Assistant Head of relevant Key Stages with assistance from the Data Coord.	End of Autumn Term 2021.

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4 MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Headteacher.

5 LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information statement which includes supporting pupils with medical conditions policy

6 APPENDIX 1

The table below contains some examples of features that may be assessed as part of an audit of the school's physical environment. It is not an exhaustive list, and may change frequently.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				

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Reception area				
Internal signage				
Emergency escape routes				
Floors and walking surfaces				
Specialist Teaching Spaces				