

# Greenford High School

## Policy Document



# Accessibility Plan

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Staff Responsible	Mrs L Grimley
Governing Committee	Resources
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Approved by	Resources
Update	
	GHS Shared Drive
	Website
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## Accessibility Plan

### 1. Introduction

1.1. This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010.

### 2. Definition

2.1. Disability is defined by the Equality Act as, "A person has a disability 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 carry out normal day to day activities."

### 3. Key Objectives

3.1. To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students, staff and visitors with a disability.

### 4. Principles

4.1 Compliance with the DDA, SENDA and the Equality Act is consistent with the school's aims and Equality Policy and the operation of the SEN policy.

4.2 The school recognises its duty to:

- Not to discriminate against disabled students in its admissions and exclusions policy and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To increase the extent to which disabled students can participate
- To improve the physical environment of the school to enable disabled students, staff and visitors to take better advantage of the facilities
- To improve the availability of accessible information to disabled students and visitors

4.3 The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality

- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students
- Set appropriate learning challenges
- Respond to students' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of students

## **5. Activities**

### **5.1 Education and related activities**

5.1.1. The school will continue to seek and follow advice the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professional from the local NHS trusts.

### **5.2 Physical Environment**

5.2.1. The school will take account of the needs of students, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishment of the school site and premises such as, improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings

### **5.3 Provision of information**

5.3.1. The school will make itself aware of local services, including those provided through the LA,

## **6. Linked Policies**

6.1. The Accessibility Plan should be read in conjunction with the school's:

- Equal Opportunities Policy
- SEN Policy
- Curriculum Policies

## 7. Targets Achieved

7.1 The strategies and interventions that are currently in place to help make the curriculum accessible are:

- Individual LA funding for students with a Statement of Special Educational Needs
- Teaching Assistant (TA) support in targeted lessons
- One to one TA withdrawal for individual students
- Individual/group withdrawal for literacy
- Individual/group withdrawal for behavioural/emotional needs
- Access to Ealing Youth Counselling & Information Service (EYCIS) counsellors
- Sixth Form students providing tutoring/mentoring support for younger students
- A range of homework clubs after school
- Reduced group sizes for less able students in core subjects
- Teaching staff ensure lessons are differentiated
- Reduced timetables for students according to need
- Liaison between school and health professionals to enable a gradual return to school for students after a prolonged absence following illness or injury

## 7.2 Accessible Specialist Provision

7.2.1. The following specialist rooms and facilities are on the ground floor:

- D.T. rooms for Textiles, Food Technology, Resistant Materials and Graphic Design
- Music rooms
- Gym, Sports Hall and Fitness Studio
- Access to computers in Block B
- Canteen
- Admin offices
- School Hall
- Lecture Theatre
- Learning Resources Centre

**8 Site accessibility**

8.1. All buildings are accessible at ground floor through level access.

8.2. There is a disabled toilet on all floors, of all blocks.

8.3. There are two designated Disabled Parking Spaces.

8.4 All floors, in all blocks have alarmed lift access.

**9. Plan availability**

9.1. The school makes its Accessibility Plan available in the following ways:

- A copy is posted on the school website
- A copy is held in the school office alongside other documentation