

Greenford High School

Policy Document



Accessibility Plan

Last Updated	April 2025
Policy Type	Other Documents Statutory
Review Frequency	Every Three Years
Staff Responsible	SENCO
Governing Committee	Resources
Next Review Date	March 2028
Approved by	Resources
Update GHS Shared Drive	May 2025 May 2025

Aims

Under the Equality Act 2020, schools are required to have create an Accessibility Plan. The purpose of this plan is to outline how Greenford High School:

- Increase disabled pupils access in the curriculum
- Improve the physical environment to enhance access to education and services
- Improve the availability of accessible information

Legislation and Guidance

This document meets the requirements set out in schedule 10 of the equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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."

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 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 pupil with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

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

Key staff

- The governor with oversight of inclusion is Sunny Chana.
- The member of the senior leadership team with oversight of inclusion is Gurvinder Nayyar.
- The SENDCo is Fay Hudson.

- The ARP Manager is Baljit Jassal

Linked Policies

The Accessibility Policy should read in conjunction with the schools

- Equal Opportunities Policy
- SEN Policy and Information Report
- Curriculum Policies

Activities

Physical Access			
	Targets	Strategies	Outcomes
Short Term	To ensure the school is accessible to people with a range of disabilities, in line with structural constraints.	<ul style="list-style-type: none"> • All buildings are accessible at ground floor though level access • Doors that are not able to open automatically for wheelchairs, would require support from an adult • There is a disabled toilet in all blocks • There a designated Disabled Parking Spaces on site • All floors have alarmed lift access • Continue to seek and follow advice of LA services and outside agencies. 	Maximising accessibility around and within the school site
Medium Term	Ensuring that teaching and social areas are organised, and adapted appropriately where possible, whereby improving accessibility for those with disabilities	<ul style="list-style-type: none"> • Ensuring teachers are aware of their students and ensuring the classroom is free from obstacles that could hinder those with a physical disability • Training teachers to make adaptations to seating plans, classroom layout and how to use specialised equipment to support students with a range of disabilities • Providing appropriate adult support to allow students with physical disabilities to navigate the school site • Working with the LA to provide training for students to navigate the school site independently. 	Ensuring accessibility in the classrooms and teaching areas.
Long Term	To review the accessibility of all	<ul style="list-style-type: none"> • The school will take account of the needs of students, staff and visitors with physical disabilities 	To plan adaptations to the school where possible, taking into

	buildings and apply for funding where necessary to improve areas that may be more inaccessible	and sensory impairments when planning and undertaking future improvements and refurbishments of the school site and premises, within building and site constraints and PFI timescales and permissions. It is important to note that as a PFI school, the school does not own the majority of the buildings at present, under the current contract.	consideration constraints and site permissions
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Curriculum Access			
	Targets	Strategies	Outcomes
Short Term	To provide reasonable adjustments in day-to day teaching activities to improve access to and progress against the curriculum	<ul style="list-style-type: none"> ● On site specialist equipment to support with adapting resources for those with visual impairment ● Purchasing and upkeep of resources and technology to support those with visual, physical and hearing impairment ● Ongoing whole school and bespoke staff training to ensure lessons are delivered in line with quality first teaching strategies and inclusive practices ● Continue to seek and follow advice of LA services and outside agencies ● Reasonable adjustments where necessary in line with school policy and in consultation with external professionals. 	Ensuring lessons and schemes of work are planned and delivered in a way that makes every effort to meet the needs of students and any concerns are raised to the appropriate member of staff
Medium Term	Improving online access to resources for	<ul style="list-style-type: none"> ● On going learning walks to identify areas for development and adapt training in line with needs 	Greater access to and oversight of online platforms and resources

	staff, students and parents (where appropriate) in line with the changing digital landscape	<ul style="list-style-type: none"> • Information shared on schools VLE • Lesson and revision resources provided on subject and class specific Google Classrooms. • Homework recorded on Satchel One application and subject specific online applications • Revision of the external agencies used to support pupils with disabilities. 	
Long Term	Ongoing review of the curriculum in line with changing policy.	<ul style="list-style-type: none"> • Review the suitability of the curriculum at KS3, KS4 and KS5. • Ongoing review of the use of technology to support inclusive teaching practices • Ongoing review of the curriculum to actively promote equality of opportunity for disabled people 	A curriculum that is reflective of and promotes equality and inclusivity

Provision of information			
	Targets	Strategies	Outcomes
Short Term	To keep stakeholders informed of how the school meets their obligations under the Equalities Act 2010	<ul style="list-style-type: none"> • Ensuring reports and policies are kept up to date and published to the school website in a timely manner • Various formats of information delivery eg email, phone calls and parent coffee mornings and workshops. 	All stakeholders are aware of the how the school meets its obligations
Medium Term	Identifying any upcoming areas of need	<ul style="list-style-type: none"> • Working with the transition team to identify any areas of communication that need to be adapted to meet the needs of incoming students. • Ongoing communication with the schools parental ambassadors to identify areas of need 	To ensure incoming stakeholders are aware of and have access to relevant information

Long Term	Improve the methods of creation and distribution of information to improve accessibility for a wide range of disabilities	<ul style="list-style-type: none">● Research accessible formats for the delivery of information to ensure compatibility with technologies such as screen reader or braille.● Consider the information that is presented and how it is received and understood by stakeholders	To proactively ensure information is accessible for a wide range of needs and disabilities
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Review and monitoring

This document is reviewed every 3 years