

Accessibility plan

Guru Gobind Singh Khalsa College



Approved by: Mrs Nirvair Dodwal

Date: February 2018

Last reviewed on: February 2018

Next review due by: February 2021

Aims:

At Guru Gobind Singh Khasla College our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives:

Guru Gobind Singh Khalsa College is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Guru Gobind Singh Khalsa College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Guru Gobind Singh Khalsa College Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the school Trust. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all trustees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in

relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Trustees**
- **Head Teacher**
- **SENco**
- **Health & Safety Lead**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below

ACCESSIBILITY PLAN

An Access Audit was carried out by the Head Teacher and Health and Safety Lead in February 2018. A number of recommendations were made:

Ref.	Item	Activity	Timescale	Cost
1	External steps	Mark steps with yellow highlighting paint in following areas: <ul style="list-style-type: none"> • Front of school • Lower primary external steps • Upper primary external steps 	September 2019	£500
2	Sixth form common room	Lights in library to be replaced	December 2018	£1500
3	Wheelchair access into lower primary entrance to be improved	Alternative access other than through KS2 corridor to be sought	April 2018	
4	Fire exits leading outside	Yellow paint to door threshold	September 2019	£500
5	Primary Library	Shelves should be accessible to all	September 2020	
6	Corridor outside secondary library	Lighting in the corridor outside the library/common room to be replaced.	June 2018	£750
7	Large print	Material to be provided in large print where requested.	September 2020	

ACCESSIBILITY PLAN

Improving Physical Access

Ref	Target	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Corridors	Keeping corridors clear from obstructions	Immediate	High	None	Ongoing
2	Corridors	Remove pegs and put in classrooms	Immediate	High	£1000	16/04/2018
3	Wheelchair access to main school building KS1	Enable wheelchair users to access KS1 playground independently	Ongoing Planning in progress	Medium		22/04/2018
4	Disabled parking	Spaces to be provided		Medium	£500	
5	Disabled toilet	In place in KS1, none in KS2. Consider putting in one as part of future renovations	Long Term	Low	£5000	
6	Changing facilities	In place in KS1 corridor (boys toilets). Consider improving access to girls toilets changing rooms	Long Term (have changing rooms in gym)	Low	£250	
7	Outbuilding access	Provide wheelchair access into outbuildings for science lessons. Use	Planning in progress	Low	£2000	

		temporary moveable ramp in meanwhile				
8	Access up steps at front of school	Provide wheelchair access from front school steps. Consider when building works taking place. Make accessible from the side		Low		
9	Make doors to front of school accessible by wheelchair.	Change direction of opening. Consider when replacing doors		Low		
10	Intercom access at front of school	Place lower so it is accessible to wheelchair user		Low		Feb 2019
11	Improve signage to indicate access routes around school	Clear signage around the school (indicating wheelchair friendly routes around school). Provide access plan of building in reception area	Ongoing	Medium	Cost of signs and maintenance	August 2018
12	Improve the quality of provision for children with specific special	Provide a sensory room where children who suffer from over stimulation can receive supervision	September 2020	Low	£10,000	

	needs	appropriate to their needs.				
13	Improve the quality of provision for people with specific emotional needs	Increase number of tranquil spaces within school for people with additional needs	September 2020	Low	£5000	
14	Outdoor sensory provision	Develop Peace (sunken) garden and outdoor area in terms of seating, quiet time and sensory stimulation. Consider when renovating outside area	July 2020	Low	£10000	
15	Provide access to disabled students to secondary lessons	Layout of school to allow access for all pupils to all areas (with the exception of the upstairs classrooms, currently used for secondary school lessons, but if a disabled pupil is in the secondary school, the timetables can be changed and downstairs	As required	Low	£8000	

		classrooms used. Outbuildings can be used for practical science lessons.				
16	Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils. Fire escape plan to be reviewed and updated as required and at least annually	As required	Low		
17	Improve hearing and visual environment in classrooms	Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	As required	Low		
18	Additional signage	Consider providing signage in braille at entrance	August 2018	Low		August 2018
19	Improve storage	Create storage areas for wheelchairs and other mobility devices	As required	Low		

Improving Curriculum Access

Ref	Target	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in teaching	SLT to monitor quality of differentiation and provision for SEND pupils	August 2018	High		July 2018 (and ongoing)
2	Interventions	SLT to audit current interventions and their success/impact on progress	July 2019	High		July 2019 (and ongoing)
3	Classrooms are organized to promote the participation and independence of all pupils	SENCo to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils	July 2018	High	Possible resource implications were gaps are identified	July 2018
4	Staff training in the production, implementation and review of provision maps	SENCo to deliver staff training to teaching staff	Ongoing	High	N/A	Ongoing
5	Staff training in supporting pupils with SEND	SENCo to deliver training where possible. Identify gaps in knowledge and seek external advice if required	Autumn and Spring Term 2018/2019	High	External specialist costs	Ongoing
6	Appropriate use	Reasonable	When required	Low	Resource	

	of specialized equipment to benefit individual pupils and staff	Adjustments in the classroom. Commit to provide appropriate ICT resources to meet pupil need			costs (quotes required when needs known)	
7	Services of Counselors to support children with emotional needs	Enable disabled pupils access to learning by removing emotional barriers for them	When required	Low		
8	To monitor attendance for targeted groups	Attendance officer to decide which groups to be monitored and regular audits to take place	July 2018	High		Ongoing
9	Support available for disabled staff	Prompt referrals to occupational health (OH) and implementation of recommendations. Reasonable adjustments made for staff to be able to do their job effectively.	When required	Low	Costs of sending to OH	

Improving the Delivery of Written Information

Ref	Target	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	Ongoing		N/A	
2	Review documentation on website to check accessibility for parents with English as an Additional language	The school will provide parents who require information published on the school website in additional language if requested. Where possible, use of Google Translate	Ongoing		Dependent on type of translation required	
3	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English, School office will support and help parents to access information and complete school forms	During enrolment Ongoing	High		

4	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	As required	High	Office supplies	
5	Ensure all staff are aware of guidance on accessible format	Guidance to staff, by SENCo, on dyslexia and accessible information	As required	High		September 2019
6	Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	High	If translator services required from external sources	