

Accessibility plan

Guru Gobind Singh Khalsa College



Approved by: Mrs.N. Dodwal

Date: April 2022

Last reviewed: July 2018

Next review due by: April 2025

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 Trustees.

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. 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 April 2022. 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 2022	£500
2	Sixth form common room	Lights in library to be replaced	January 2024	£1500
3	Wheelchair access into lower primary entrance to be improved	Alternative access other than through KS2 corridor to be sought	July 2024	
4	Fire exits leading outside	Yellow paint to door threshold	September 2022	£500
5	Primary Library	Shelves should be accessible to all	September 2022	
6	Large print	Material to be provided in large print where requested.	September 2022	

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	Wheelchair access to main school building	Enable wheelchair users to access front of school	Planning in progress	Medium	£5000	
3	Disabled parking	Spaces to be provided	Short Term	Medium	£500	
4	Disabled toilet	In place in KS1, none in KS2. Consider putting in one as part of future renovations	Long Term	Low	£5000	
5	Changing facilities	In place in KS1 corridor (boys toilets). Consider improving access to girls' toilets changing rooms	Long Term (have changing rooms in the gym)	Low	£250	
6	Outbuilding access	Provide wheelchair access into outbuildings for science lessons. Use a temporary moveable ramp meanwhile	Planning in progress	Low	£2000	

7	Access up steps at front of school	Provide wheelchair access from front school steps. Consider when building works taking place. Make it accessible from the side	Planning in progress	Low		
8	Make doors to front of school accessible by wheelchair.	Change direction of opening. Consider when replacing doors	Planning in progress	Low		
9	Intercom access at front of school	Place lower so it is accessible to wheelchair user	December 2022	Low		
10	Improve the quality of provision for children with specific special needs	Provide a sensory room where children who suffer from overstimulation can receive supervision appropriate to their needs.	Long term	Low	£10,000	
11	Improve the quality of provision for people with specific emotional needs	Increase the number of tranquil spaces within the school for people with additional needs	Long term	Low	£5000	
12	Outdoor sensory provision	Develop Peace (sunken) garden and	Long term	Low	£10000	

		outdoor area in terms of seating, quiet time and sensory stimulation. Consider when renovating outside area				
13	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 classrooms used. Outbuildings can be used for practical science lessons.	As required	Low	£8000	
14	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.	As required	Low		

		Fire escape plan to be reviewed and updated as required and at least annually				
15	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		
16	Additional signage	Consider providing signage in braille at entrance	Immediate	Low		
17	Improve storage	Create storage areas for wheelchairs and other mobility devices	As required	Low		
18	School is aware of the access needs of parents/carers including EAL	All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages. Audit accessibility for parents/carers for day to day routines and for one-off events	December 2022	Medium		
19	To make the school more accessible for the	Review signs with symbols, review the size of type on visuals in	January 2023	Low		

	visually impaired	reception area through H&S audits				
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Improving Curriculum Access

Ref	Target	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in teaching	SLT to monitor the quality of differentiation and provision for SEND pupils	December 2022	High		(and ongoing)
2	Interventions	SLT to audit current interventions and their success/impact on progress	December 2022	High		(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	December 2022	High	Possible resource implications where gaps are identified	
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	Autumn and Spring Term 2022/2023	High		Ongoing

		gaps in knowledge and seek external advice if required				
6	Appropriate use of specialized equipment to benefit individual pupils and staff	Reasonable Adjustments in the classroom. Commit to providing appropriate ICT resources to meet pupil needs	When required	Low	Resource costs (quotes required when needs known)	
7	Services of Counselors to support children with emotional needs	Enable 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	December 2022	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	
10	School visits are	Audit of visits in terms	When required	Medium		Ongoing

	accessible to all students.	of accessibility. Staff to check with the SENCo as part of the trip checklist. Individual Risk Assessments are completed as required.				
11	Ensure PE activities are accessible by all, including activities that do not need physical strength	Liaise with outside agencies for any students requiring adaptations.	When required	Low		
12	Develop the use of visuals around the school.	Ensure students use a visual timetable where required	December 2022	Low		Ongoing
13	Improve accessibility of information in reception area.	Review signs with symbols, and welcome signs in different languages and formats.	December 2022	Low		Ongoing

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	The school will make itself aware of the services available for converting written information into	Ongoing		N/A	

	requested	alternative formats				
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 languages if requested. Where possible, use 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 to staff, by SENCo, on dyslexia	As required	High		December 2021

	guidance on accessible format	and accessible information				
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	