

Accessibility Policy

Date: January 2024

Review Date: January 2027

Accessibility Policy

The Advanced Learning Partnership is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. As a school, we are likewise committed to challenging negative attitudes to disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We actively seek to provide premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils, irrespective of special need or disability. This Plan operates alongside the school's SEN policy, is consistent with it in terms of principles, and approaches to resourcing.

The following Accessibility Plan has been produced using guidance from the Equality Act 2010, in order to ensure that the Advanced Learning Partnership does not discriminate against a pupil in the way it provides education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

The school will actively seek to improve access to services in the ways set out below. The plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

- Ensure the curriculum is adapted to meet the learning needs of pupils with SEN and disabilities and that target setting is effective and appropriate for these pupils.
- Make available the written material usually provided to all pupils, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds as far as is practicable to meet the needs of pupils currently on roll and prospective pupils.
- To establish a culture of mutual trust and respect between all members of the Greenfield Academy community.
- To build a community that respects the celebration of achievement at all levels.

Current Good Practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

All pupils are given the opportunity to participate in a range of in class and extracurricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: attending after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Adjustments are made to allow participation where practicable.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require, for example, additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Information

The majority of information is sent home electronically, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent/carer voice is important to us, in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents/carers and staff.

Greenfield Academy Access Audit

Greenfield Academy comprises of a two storey main building with several access points from outside. The building has multiple modular buildings which have ramp access to each. The site is on 3 levels which is combated with multiple stair lifts on the staircases. All of the doors leading into the main building are secured for safeguarding purposes. There is also access to an accessible toilet and changing facility in the main building. The main/dining school hall is on the ground floor of the school and is accessible to wheelchair users. At Greenfield Academy there is on-site car parking for staff and visitors which includes 4 dedicated disabled parking bays. To provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

Aims

Aim 1 To increase the extent to which SEND pupils can participate in the school curriculum			
Targets	Strategies	Timescales	Staff responsible
To plan and support effective transition for SEND pupils	Liaise with previous educational establishments [primary or secondary] as appropriate. To identify pupils who may need additional to/or different from provision. Provide additional transition visits, in smaller groups, for SEND pupils	Upon transition	SEND CO Year 7 Leaders [PDL & P&G Manager] Transition lead
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010.	Annual review of policy	SEND CO
To establish close liaison with parents/carers	To ensure parent/carers and pupil voice is documented in collaboration between school and families.	Ongoing	SEND CO Year Leaders [PDL & P&G Manager]
To establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	SEND CO Year Leaders [PDL & P&G Manager] All staff Outside agencies
To ensure full access to the curriculum for all pupils	Seek advice from specialist advisory teachers ; CPD for staff and - Adapted curriculum with alternatives offered if practicable - Access to additional intervention through the enhanced curriculum - LSA and support assistance are fully trained to support different levels of need - Use of ICT equipment - Access to additional practical aids - Access to alternative assessment arrangements	Ongoing	SEND CO Year Leaders [PDL & P&G Manager] All staff Outside agencies

	Access to school counselling if required		
Aim 1 To increase the extent to which SEND pupils can participate in the school curriculum <i>continued....</i>			
Targets	Strategies	Timescales	Staff responsible
To finely review attainment of all SEN pupils	Regular data analysis to identify underperformance. Sharing of good practice via Teaching and Learning Lead and SENDCo, ensuring a consistent approach	After each Data Capture	SENDCo Middle Leaders Class teachers
To deliver findings to the Governing Body	Accessibility Plan review by governors	Termly meetings with SEND governor	SENDCo SEND governor

Aim 2 To improve the physical environment of the school			
Targets	Strategies	Timescales	Staff responsible
To improve the physical environment of the school environment	The school will take account of the needs of pupil's staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT
To ensure all with a disability are able to access the whole school environment	Create access plans for individual pupils as required and risk assessments. Ensure building is accessible where possible or make adjustments to allow everyone to access what they need to. Provide disabled parking spaces for disabled to attend meetings and to drop off and collect children.	Ongoing	SENDCO Year Leaders [PDL & P&G Manager] All staff SLT Site Team

Aim 3 To improve the delivery of information to SEND pupils and parents/carers			
Targets	Strategies	Timescales	Staff responsible
To ensure ease of access of information for parents/carers, staff and visitors	Communicate with parents/carers in a format that is appropriate for them. Regular communication with parents/carers.	Ongoing	SLT
To enable improved access to written information for pupils	Providing in class support such as appropriate font size, layout, IT support etc.	Ongoing	SENDCo Site Team

	Auditing signage around the school to ensure that it is accessible.		
To ensure pupils with disabilities can access the school premises	Provide disabled parking spaces for parents/carers to drop off and collect children.	Established	Whole school approach
To review children's records, ensuring school's awareness of any disabilities/learning needs	Ensure information is correct and up to date on the school system. Regular updates of the Additional Educational Needs [AEN] Register. Staff to be made aware of any changes via staff bulletin and staff briefings.	Updates provided when required	SENDCo Outside agencies Support staff
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	SENDCo
To ensure parents/carers are involved in key decision making	Parents/carers and invited to regular review meetings of SEND/ Medical Plans. Establish good working relationships with parents/carers and any professionals working with the pupil to ensure consistency of approach.	Ongoing	SEND CO Year Leaders [PDL & P&G Manager]