



**Greenfield Community College**  
A Specialist Arts & Science School

# Accessibility Plan 2018 - 2021

Please read in conjunction with our Statement of Equality Objectives, Equality Policy, SEND Policy and Exam Policies for access arrangements, word processing and disability within the JCQ guidance.

## Accessibility Plan

This Access Policy pays due regard to our duties under the Equality Act (2010) to make reasonable adjustments to avoid disabled students being put at a disadvantage and to and the SEN Code of Practice (2014) to 'prevent discrimination, promote equality of opportunity and foster good relations.'

We take our definition of disability from the **Equality Act 2010** which states a person is considered to have a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

## Key Objectives

To reduce and eliminate barriers to access to the curriculum and to support full participation at Greenfield Community College for pupils, prospective pupils, parents and carers and staff with a disability.

## Specific Aims and Objectives

**Curriculum:** To improve access so that disabled students can participate as fully as possible in our curriculum. To ensure that curriculum planning takes account of all forms of disability and makes provision for a wide range of needs so that all of our students can access a broad and balanced curriculum appropriate to their individual needs and future plans.

**Physical Environment:** To improve the physical environment in order to increase the extent to which disabled students are able to participate in and enjoy full educational provision. To ensure that, as far as reasonably practicable, the needs of students with disabilities are met in terms of the physical environment.

**Information:** To ensure that written and other communications with students take into account the needs of those with disabilities. To be able to provide information in alternative formats when required or requested or to signpost students and parents/carers to this.

## Implementing the Plan

The Accessibility Plan will be made available to all staff, students and their families via our website.

## Current Good Practice

### Curriculum:

- All staff will continue to have training on the Equality Act and both staff and students will continue to take part in a Rights Respecting Equality and Diversity Day which considers disability as one strand of the act.
- Advice will be provided to staff by the Learning Support Team to ensure that, as far as reasonably practicable, disabled students have access to all practical, expressive and physical activities.
- Staff will take into account mobility difficulties in the movement of students around school as they move to lessons and also within the classroom environment.
- The SENCO will update staff as required.
- Access will be enhanced by the effective deployment of Teaching Assistants and through personalised support as required.
- External support will be sought to enhance the knowledge and skills of staff.

- As far as reasonably practicable, all students will have the opportunity to participate in activities and educational visits irrespective of disability.
- The Curriculum Lead will make adjustments to the timetable to ensure all students can access a broad and balanced curriculum.

### **Physical Environment:**

- The buildings provide access for disabled students, but upstairs classrooms may not be accessible due to the age and nature of the building. Reasonable adjustments to rooming will compensate for this.
- Emergency evacuation procedures will continue to be highlighted to staff place to provide supervision of disabled students. Disabled students / staff will be supported to access the muster points.
- Risk assessments will provide personalised evacuation plans.
- Risk Assessments for educational visits will identify support needed to enable disabled students to participate.
- Transport to off-site facilities and for educational visits will cater for disabled students.
- We will take account of disability access in our plans for refurbishment
- We are currently undergoing a conditions survey. Outcomes that develop as a result of the survey and funding being available will be fully compliant with the accessibility needs of staff, students and visitors.

### **Information:**

- Information will be made available in an appropriate form to students, parents/ carers and staff who may have difficulty with standard printed information.
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities.

### **Existing facilities to assist physical access to the school**

- Disabled toilet facilities are available on both campuses.
- Lifts and ramps on the Aycliffe Campus support access.
- Appropriate external and internal doors enable wheelchair access.
- An accessible learning area is available on both campuses for students with a temporary impairment or medical condition, which prevents them accessing upstairs classrooms.
- We provide an accessible meeting room for parents or visitors with a disability.

### **We are working towards the following actions to improve access for all at Greenfield Community College**

- We will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises on both campuses.
- We will create campus specific access plans for students or staff with a disability.
- Develop the use of assistive technology to improve access to learning and the written form on both campuses.

The planned and completed actions are detailed in Appendix 1.

The Accessibility Plan will be reviewed every 3 years.

<b>Version Control</b>		
Created by:	C. Stonehouse	April 2016
Agreed by:	Personnel Committee	May 2017
Amended:	S. Hope	May 2018
Agreed by:	Personnel Committee	May 2018
Review :	S. Hope	May 2021

## Appendix 1

Number	Site	Issue	Actions	Outcomes	Date Completed or to be completed	Staff Responsible	Notes
1	Aycliffe	Accessibility to all ground floor teaching rooms and outdoor PE facilities	Ramps installed at various locations around the site.	Student wheelchair access to all ground floor rooms, emergency evacuation routes and outdoor sports facilities	September 2018	SHO/DCC	
2	Aycliffe	Adaptations to student welfare facilities to support students with mobility aids	Grab rails fitted	More independent intimate care	September 2018	SHO/DCC	
3	Aycliffe	Buildings fit for purpose for students with visual impairment	Repaint barriers in bright yellow, mark changes in height of all external steps, renew bright yellow markings on internal stairs	Students with visual impairment can move round the school more independently	August 2019	MSI	
4	Whole school	Technology to enhance learning in school and at home	Purchase of headphones, dictaphone, keyboards, laptops, IPADS and scanning pen.	Students develop independent learning	March 2019	PET/JBR	Planned renewals
5	Whole school	Software to support SEND students with learning	Purchase of software - Docsplus, Dyslexia, Numeracy workout	Support students with additional learning needs	September 2018	MST/PET/LLU	Some ongoing costs
6	Whole school	Ability to prepare learning resources in braille	Braille machine and staff training	Visually impaired students to access learning materials and resources	March 2019	PET	
7	Whole school	Resources to deliver teaching to visually impaired students	Acetates in various colours to enhance learning materials	Visually impaired students to access learning materials and resources	October 2018	PET/JFE	
8	Whole school	Improve accessibility on both school sites where possible within the limitations of the age and buildings conditions	Condition survey information will inform	Improved accessibility to teaching and social areas	Ongoing	SHO/DPR	Condition survey by Capita planned May/June 2019
9	Shildon	Accessibility for visitors and staff	Create accessible parking	Staff and visitors can access areas of school	August 2020 - Subject to funding	DPR/SHO	