



**ACCESSIBILITY
PLAN**

ACCESSIBILITY PLAN

Greyfriars Academy strives to ensure that the culture and ethos of the academy/school is such that, whatever the abilities and needs of members of our communities, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Disability

Our academy defines disability as; *'a person who has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.'*

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Our academy recognises our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001) "from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services"

We will not treat disabled pupils less favourably and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Our academy aims to include all pupils, including those with disabilities, in the full life of the academy.

Where a disability is identified we will refer to one or more of the strategies detailed in the Accessibility Plan

**Appendix A: Accessibility Plan Part 1
 Accessibility Plan Part 2 – Visually Impaired
 Accessibility Plan Part 3 – Hearing Impaired**

Appendix A
ACCESSIBILITY PLAN - Part 1

Targets	Strategies	Outcome	Goals Achieved
Plans increasing access for disabled pupils by completing checklists for identifying barriers to access.	Consult with staff and LIT members on checklists.	<ul style="list-style-type: none"> Results incorporated into action plan. SLT informed at Summer Term meeting of accessibility issues that need to be addressed. 	<ul style="list-style-type: none"> Staff and LIT members aware of issues involved and information communicated to the Trust. Barriers to access identified.
All staff to receive disability equality awareness training.	<ul style="list-style-type: none"> Ensure staff induction procedures include reference to disability equality issues. Seek training provider for disability equality awareness training. 	<ul style="list-style-type: none"> Areas for training identified. Induction procedures updated. Training takes place. 	Staff team awareness raised, and staff better prepared to increase access to curriculum and buildings.
Availability of written materials in alternative formats.	Academy made aware of services available for converting written materials into alternative formats.	When needed the academy will provide written materials in alternative formats.	Delivery of information to disabled pupils improved.
Revisit training for teachers on differentiating the curriculum.	Focus on three layers of differentiation in subjects.	Teachers planning shows lessons are differentiated for access at both ends of the ability range.	Increase in access to the Curriculum for all pupils.
Plans to improve access to designated areas over successive financial years. The academy decide which of its entrances and exits have priority and plans to fit ramps and handrails to all of these were necessary.	Planned use of capital.	Dependant on need the academy entry areas, will be fully accessible.	Physical accessibility of the academy increased.

ACCESSIBILITY PLAN - Part 2 - VISUALLY IMPAIRED

Targets	Strategies	Outcome	Goals achieved
To provide written information to pupils in an accessible format.	For Braille users: Find the availability of specific texts in Braille For Large Print users: Provide laptops for personal use Royal National Institute for Blind (RNIB) for information regarding texts currently in large print. Type/scan text and enlarge to required size. Photocopy text on to coloured paper.	Written information is available in the format's pupils need.	Access to information/curriculum increased.
Clear corridors.	Provide sufficient hooks for pupils' belonging to avoid having a hazard for pupils with a visual impairment.	Tripping hazard removed.	Physical accessibility of academy increased.
To improve the physical environment by colour scheming and blinds when refurbishing.	Decide on contrasting schemes for paintwork. Install blinds.	More classrooms accessible for pupils with visual impairments.	Physical accessibility of academy increased.
Accessible signs.	Consider contrasting colours/Braille and at the appropriate height from floor.	Increased independence for pupil with a visual impairment.	Physical accessibility of academy increased.
Tactile clues to improve the physical environment.	Change floor texture. Put markers on handrails for orientation.	Clear notice of a hazard given.	Physical accessibility of academy increased.
Clear, safe walkways.	Radiators and fire appliances recessed. Outside pathways level and even with change in texture towards a kerb.	A safe passage around the academy and outside.	Physical accessibility of academy increased.

ACCESSIBILITY PLAN - Part 3 - HEARING IMPAIRED

Targets	Strategies	Outcome	Goals achieved
To improve the listening conditions for all children including HI children.	Seeking advice from Sensory Support on: a. seating arrangements b. lighting for hearing impaired	Appropriate seating arrangements and lighting in place for deaf children.	Increased access to the curriculum for all children.
To improve the listening conditions for all children including HI children.	Seeking advice on the provision of carpets and curtains and acoustic tiles on ceiling and rear walls.	Some classrooms more accessible to deaf children.	Increased access to the curriculum for all children.
To ensure safety of deaf children in event of fire.	To ensure all fire alarms are both visual and auditory.	Installation of visual fire alarm.	Create a safer environment for deaf children.
To improve the listening conditions for all children including HI children.	Provision of induction loop for assembly areas and for sound field amplification system for classrooms.	Accessible areas for deaf children and equipped classrooms.	Increased access to the curriculum for all children.