



Great Marlow School

Excellence • Compassion • Integrity

ACCESSIBILITY POLICY & PLAN

Recommended by the Leadership Team:	November 2020
Approved by the Finance & Resources Committee (or Policies Sub Committee):	November 2020
Adopted by Governing Body:	December 2020
Review Due: Indicate as appropriate:	Autumn Term 2021
There has been a change to the previous policy or ✓There has not been a change to the previous policy.	

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1. Introduction

This Accessibility Policy has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 has simplified and strengthened discrimination law.

Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled students. Our previous plans were incorporated into a Disability Equality Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- i) Monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ii) ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- iii) where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

Within the terms of the Act, the term 'disability' is defined thus:

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of students who are, or may be on our SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

2. Vision

- i) have high aspirations, a willingness to succeed and the ability to make the right choices
- ii) have access to provision in the choices that they want to make
- iii) feel included within all areas of school life
- iv) have the ability to progress along their chosen path

3. Values

- i) show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE, extensive collective worship and SMSC
- ii) are self-confident, have high self-esteem and the ability to form constructive relationships with others.

Planning Duty 1

Increasing the extent to which disabled students can participate in the school curriculum we will continue to:

1. Audit Learning Support students in the autumn term to assess the differentiated worksheets / resources available to them.
2. Provide training for all staff on differentiation of the curriculum:
 - i) Provide INSET to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc.
 - ii) All departments to show how differentiation is built into each of the schemes of work.
 - iii) Learning support department to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all students.
 - iv) Teaching staff to liaise with Learning support and Learning Support Assistants so that support is fully utilised.
3. Differentiate resources
 - i) Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area.
 - ii) Use of appropriate technology, including interactive whiteboards to enlarge text to make it easy for all students to read.
 - iii) Where necessary CPD provided to teachers of students with hearing difficulties.
 - iv) Learning support department to liaise with County specialists and where necessary invite them in to meet with teachers of specific students.
 - v) to ensure their needs are met through a variety of teaching strategies and resources.
4. Ensure equal access for disabled students to school clubs, school visits and extra-curricular activities
 - i) Risk assessment and planning of visits to include accessibility references
 - ii) Analyse extra-curricular activities to ensure inclusion of learning support students and students with disabilities
 - iii) Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.
5. Ensure that all students feel supported and included within the school
 - i) Placed on the SEN and LGS register so that where necessary, awareness is increased and staff can provide emotional support
 - ii) Close links with specialists, to ensure that we are providing all the support and access to curriculum for students with hearing and vision disabilities.

Planning Duty 2

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

Great Marlow School was built in 1961 and as such presents a number of difficulties for physical access. Enhanced physical access is facilitated by ramps, lifts and handrails where possible, however there are some areas of the site that are a less than optimum location for students, staff and visitors requiring full accessibility assistance. Nevertheless we will continue to improve accessibility where possible.

We have improved:

Entry/Exit to/from School

- i) Dedicated parking bays have been provided in both the Main Car Park and the Redgrave Sports Centre.
- ii) Access to the Site from both car parks is either level or with ramps that meet current legislation.
- iii) All change to levels are suitably marked with tactile paving.
- iv) Lifts have been installed to access A Block (with 1st Floor bridge to T Block), G Block (with 1st Floor bridge to B Block) and S Block.
- v) Handrail has been installed as appropriate to all ramps and steps.
- vi) All kerbs and steps on thoroughfares are marked with high viz yellow.

Lighting

This has been improved, in particular in outside areas.

Decoration

The school is decorated throughout in pastel shades in cream and magnolia and all new areas are DDA compliant ref contrasting colours

Lifts

All but C Block have Lifts but there is provision at Ground Floor for all subjects.

Toilets

There are Disabled toilets in E Block, G Block, H Block (6th Form), T Block and R Block (RSC)

Showers and Washing

- i) Excellent provision of disabled showers / toilets in RSC
- ii) The Disabled Toilet in H Block (6th Form) includes a shower

Canteen provision

- Full consideration for has been given for Canteen, Café & Catering Pod for all users.

Off-site activities

- The school has secured leased minibuses with a ramp and lower suspension.

Planning Duty 3

Improving the delivery of information to disabled students (and parents)

We will continue to:

Provide written materials in alternative formats as requested and we have added a direct translate facility to our website.

We will continue to carry out an annual access audit to improve the physical environment of the school.

As a school we are committed to providing an accessible environment which values and includes all students, staff, parents and visitors. We are also committed to providing premises that are suitable and sufficient for all educational purposes and gives access to a broad and balanced curriculum for all students irrespective of special needs or disability.

The improvement of access is considered in all plans to upgrade existing buildings. As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Plan underpins the Bucks County Council’s Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities. This Plan operates alongside the school’s SEN policy and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this.

The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas;

- i) To establish a culture of mutual trust and respect between all members of the GMS community.
- ii) To build a community that respects the celebration of achievement at all levels.

4. Areas to be Investigated and Implemented

ACTION	SUCCESS CRITERIA	LEAD PERSON	TIMESCALE	REVIEW
No identified areas				

The audit has helped school identify potential barriers to access and what actions are required.

5. References

- School policy on anti-bullying
- School policy for the curriculum
- School policy for equal opportunities
- School policy for Teaching & Learning