Accessibility Policy and Plan

Approved by:	GFM Board	Date:	07 February 2023
Maintained by:	GFM Inclusion Team	Next review due:	February 2026

Intent statement:

The GFM sets out to lead inclusive practice across all GFM schools to ensure all learners are valued, treated with respect and provided with opportunities within and beyond the school setting to enable success. We see inclusion, equity and access as a way to achieve social justice.

In the GFM, we value, respect and celebrate positive relationships and behaviours that enable all to be happy, to learn and to be treated fairly and respectfully. We expect adult behaviours to model the GFM Way; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships.

t — **Try** your very best.

h — **Help** and respect others.

e — **Engage** in learning and effective communication.

G — **Grow** in confidence and resilience.

F — **Focus** on behaving well.

M — **Motivate** each other to be greater and aspire further.

W — **Work** collaboratively.

a — **Achieve** consistently high standards.
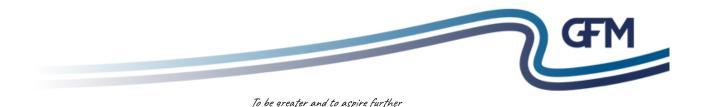
y — **Yearn** to be better.

1. **Aims:**

The GFM Accessibility policy and plan sets out to increase the extent to which disabled children and young people can participate in the life of the GFM by:

- reflecting in the policy and plan anticipated and actual needs of each GFM school's community in its broadest definition
- being evidence based about 'need' ascertained through discussion with GFM SENCOs and Inclusion teams
- recognising that individuals with a disability, parents of children and young people with a disability and voluntary organisations working with the disabled will have knowledge and experience that can help inform GFM policy, plan and practice
- continue to seek the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals
- increasing awareness of, and planning for improvements to the physical environments of GFM schools and sites to enable children and young people with disabilities to take better advantage of education, benefits, facilities and services in the GFM
- improving the availability of accessible information to children, young people and their families affected by disability
- working closely across GFM sites and with key partners to deliver the aims of the Accessibility policy and plan
- providing access and opportunities for all in the Gosport community without discrimination of any kind, being robust and consistent in challenging any behaviours that compromise our intent and aims
- providing a robust complaints policy available to all where concerns around accessibility can be raised and addressed
- regular monitoring and annual review of Accessibility Plans, linking in to Curriculum Statements and SEND Policy.

Note: All schools are required under the Equality Act 2010 to have an accessibility plan. The GFM policy and plan is made available on all GFM school websites.
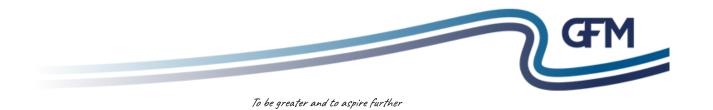
2. Legislation and guidance

This policy and plan sets out to address requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.   The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities and requires schools to make 'reasonable adjustments' for child or students with disabilities, to alleviate any substantial disadvantage that a disabled child or student faces in comparison with non-disabled child or students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

This policy complies with our funding agreement and articles of association and is consistent with the values and vision of the GFM.

Accessibility plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for children/students with a disability	• Our school offers a broad and balanced curriculum for all children • Teachers are provided with information regarding child or student needs with strategies to support • We use resources tailored to the needs of child or students who require support to access the curriculum • Curriculum progress is tracked for all child or students, including those with a disability	Improve communication with teachers	Populate Provision Map with relevant information Training staff to use Provision Map	DBE / SSU	Spring term of the 2022-2023 academic year	Provision Map information available for all relevant students Provision map training completed with all relevant staff members.
		Accurately inform teachers of individual needs	Diagnostic Hub systems to be embedded	EW / DCC / SR	Review to be complete by end of Spring Term 22	
		Develop the KS4 curriculum to include a wider variety of qualifications that will enable more child or students to	Engage with the progress cell regarding Year 11 qualifications	SSU / Progress cell	Spring term 2022 - qualifications agreed Summer 2022 - departments to have developed curriculum plans.	Qualifications and curriculum plans agreed

	• Targets are set effectively and are appropriate for child or students with additional needs	achieve their ambitions and potential			
	• The curriculum is reviewed to ensure it meets the needs of all child or students • There is a robust system for ensuring child or students are identified and assessed for EAA • IThere is a tiered approach for providing interventions for literacy, numeracy, language and SEMH • Alternative pathways are in place to support those who require a personalised approach.	Effective deployment of support staff	Review ISRs and role profiles - complete the organogram Develop specialist roles Grow the intervention programme PL for teachers on the deployment of additional adults in lessons Consider trust wide solutions to the challenge of recruiting.	Inclusion Leadership Team	ISR review to be complete by February 2022 PL for teaching staff - November 21, Summer 22 Intervention programme in place with two reviews by the end of summer 22	Programme in place by end of summer 2022

Improve and maintain access to the physical environment	The environment is adapted to the needs of a child or students as required. This includes: • Ramps to most entrances • Lifts (for example; V and O blocks BH) • Corridor width • Accessible parking bays • Accessible toilets and changing facilities	Develop the learning environment to enable greater access to the curriculum	Conduct an audit of the accessibility of the learning spaces Further PL for staff to promote empathy for those who display different learning needs. Staff to consider individual needs in the preparation of resources and the care of the learning spaces, eg. reduce clutter, alternative colour for screen backgrounds.	Inclusion Leadership Team Secondary Phase Leadership Team	Audit to be completed by Spring Half Term PL to be included during the Spring Term 2022 Development of learning spaces - ongoing	Audit in Summer 22 will identify areas of progress.