



Five Acres High School

Accessibility Plan

Five Acres High School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY

Five Acres High School Accessibility Plan

This Accessibility Plan applies to Five Acres High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: SENDCo, Debbie Baker

This plan was approved by the Governing Body on: 23 January 2024

This plan is due for review by: January 2025

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have: "a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

This plan sets out the proposals of the Governing Body of Five Acres High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

Five Acres High School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Five Acres High School

Five Acres High School comprises of several buildings joined over time. It is a range of single and two-storey buildings of mixed age. There are two access lifts positioned in the two-storey buildings and all buildings have wheelchair access via ramps and widened doorways.

Our SEN student base, and base for Teaching Assistants, is a separate, single storey building named Hopewell.

Five Acres High School's vision for disabled pupils:

Our school's vision is that staff and students have a better chance of personal and academic success than if they were to attend any other school.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that Individual Education Plans have been completed on a termly basis for students with SEN and disability	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	<i>SENDCo</i>			
Introduction of Student Ambassadors to advocate Diversity, Equality and Inclusion	Student body representation will reflect its diverse nature.	<i>DEI Lead</i>		Interviews for student ambassadors have been held and students have been appointed	
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	<i>Improved attainment and progress for SEND students</i>	<i>SENDCo</i>			

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure that high backed chairs are available in Science, Food Technology and Design Technology to support students with SEN and disability	No student has impaired access to learning as a result of a lack of equipment.	<i>SENDCO/ Site Manager</i>			
Install additional access parking spaces to the front and the rear of school to accommodate an increase in both students and parents attending Five Acres	No student is impacted by a lack of accessibility to the building and environment	<i>Site Manager</i>			

To ensure that doorway access is free from obstruction	<i>No student is impacted by a lack of accessibility to the building and environment</i>	<i>Site Manager</i>			
Transition through doorways is smooth with additional floor or door edging that could obstruct or cause difficulty removed, for ease of access for wheelchair users. Implementation of a one-way system to alleviate pinch points in corridors during lesson transitions.	<i>No student is impacted by a lack of accessibility to the building and environment</i>	<i>All staff</i>		One-way system has improved the flow of lesson transitions. Staff are appointed to duty areas (particular pinch points) to ensure smooth transitions	
Automatic door openings to increase independence for wheelchair users into 10 block and Hopewell	<i>No student is impacted by a lack of accessibility to the building and environment</i>	<i>Site Manager</i>			

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
The website is written in user-friendly language, with as non-complex vocabulary as we can manage	<i>The website is easily accessible</i>	<i>Website lead</i>		Sections of the website have been streamlined to ensure items can be found efficiently.	
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	<i>Admin Manager</i>		Printed copies of letters, policies, newsletters etc are available on request	