



Five Acres High School Accessibility Plan

Approval and review:

This plan is the responsibility of: SENDCO

This plan was approved by the Local Governing Body on: 30 November 2021.

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 local 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 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 CEO of the GLT should be consulted.

Five Acres High School Accessibility Plan

Introduction

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

1. not to treat disabled students less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled students.

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

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

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-story buildings and all building have wheelchair access via ramps and widened doorways.

School's Vision:

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

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

A) INCREASING THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:

OBJECTIVE	TIMEFRAME
<i>To ensure that Individual Education Plans have been completed on a termly basis for students with SEN and disability</i>	On-going every term

B) IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

OBJECTIVE	TIMEFRAME
<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</i>	End of Autumn Term
To ensure that doorway access is free from obstruction	On-going every day
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	End of Spring Term
Automatic door openings to increase independence for wheelchair users	ASAP

C) IMPROVING THE DELIVERY TO DISABLED STUDENTS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR STUDENTS WHO ARE NOT DISABLED

OBJECTIVE	TIMEFRAME
<i>The website is written in user-friendly language, with as non-complex vocabulary as we can manage</i>	End of Spring Term