



Accessibility Plan

Name of plan	Accessibility Plan
Review committee	SLT
Last review date	January 2024
Next review date	January 2027

Introduction

The SEN and Disability Act 2001/10 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The government's definition of disability and long-term adverse effects can be read in full [here](#).

All of our pupils are covered by this legislation.

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

- Increasing the extent to which disabled pupils can participate in the school **curriculum**
- Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of any **information that is provided in writing**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary. What follows are our action plans showing how the school will address the priorities identified in the plan and what the timescales will be.

1. Increasing the extent to which disabled pupils can participate in the school curriculum

What we plan to do	Impact on accessibility
The school will continue to develop and build on the success of the rewards-based culture that motivates our students to engage with the curriculum in order to enjoy benefits such as relaxation, computer and games time, and points that can be converted to financial benefits that can be spent on visits out of school.	Children and young people understand and can engage with this model of engagement and participation. Staff can be creative and appeal to children's own learning styles and interests by developing rewards that appeal to the young person's own interests and motivation.
The curriculum extends beyond the four walls of the school as we continue to develop and maximise our pupils' enjoyment of the community assets and opportunities on our doorstep. We plan to continue to develop the assets and opportunities our children and young people access.	The use of facilities such as the community woodland, local shops, leisure centre and coastline provide enrichment and collaborative opportunities for building independence in preparation for adulthood.
Introducing and developing the Duke of Edinburgh Award to the school curriculum.	Impact on the sense of achievement and accomplishments young people experience through the curriculum and the new interests and risk-taking they experience.

2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

What we plan to do	Impact on accessibility
Our school is not a fully accessible building (there are steep stairs and some narrow access); however, we are fortunate to have skilled staff onsite with construction skills. We make the most of this opportunity to develop and change our classrooms and learning environments to meet the needs of the children who use them. This is an ongoing and continuous aspect of our school. Our young people are often involved and use the practical vocational skills they learn on site to improve and develop their own environment; this is empowering.	Classrooms can be made larger, brighter, more accessible and more nurturing. Responding to specific needs, such as preferring to eat in a private area of the dining room without social interaction and having a darker or brighter environment, can all be accommodated. This is an ongoing aspect of the way we improve and develop our environment.

3. Improving the delivery to disabled pupils of any information that is provided in writing

What we plan to do	Impact on accessibility
<p>We will continue to promote and give young people access to new technology that provides innovative solutions for written and verbal communication. We are continuously learning from the experiences of staff who join us from other educational settings and are keen to network and collaborate with other SEND schools in the county to learn from and share best practices in this area.</p>	<p>A growing repertoire of options and resources is available to young people at GUST. Impact on literacy and written language outcomes.</p>

Appendix 1: Useful resources

Making printed information accessible.

Resources and guidance: [Accessible communication formats](#) (government guidance)

[Creating Accessible Documents](#) factsheet (AbilityNet)

[Abilities and assistive technology](#) (UK Association for Accessible Formats)

[Sensory Trust information sheet on designing with clear and large print](#)

[Dyslexia style guide](#) (British Dyslexia Association)

[What Works](#): A database of evidence-based resources for professionals from the Communication Trust

[CustomEyes Books](#): Schools and individuals can join the scheme, which can reprint (at RRP) large print tailor-made books, including:

- Picture books
- Fiction
- Non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- Revision guides for Key Stages 2, 3 and 4

[Northumberland County Blind Association](#) undertakes commissions to transcribe documentation to Braille.

[Easy Read UK](#) can convert documents to easy-read format.

[Audit tool for sensory preferences](#)

If the sensory responses and preferences of neurodiverse communities are better understood, it will be possible to create shared environments that more closely meet everyone's needs. There is an online audit tool hosted by the BBC to ensure that building design considers physical accessibility for neurodivergent people.