



Our Mission Statement

Granville Sports College is committed to:

- Raising standards of achievement and creating opportunities for all pupils, regardless of needs, to develop their full potential and improve their life chances.
- Raising the aspirations of the whole College community by creating a culture of continuous learning that celebrates success at all levels.
- Developing a College that is the pride of the local area where pupils, parents, staff, governors and wider community feel valued, listened to and welcomed for the diverse contribution they make to our College life.

Accessibility Policy

Co-ordinator: Jo Kingswood (Headteacher)
Start date: February 2017
Review date: February 2019

The Accessibility Policy is conducted in accordance with:

- SEN Policy
- Equality and Diversity Policy
- Pupil Premium Policy
- Safeguarding and Child Protection
- Admissions Policy

Introduction

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on Schools /Colleges, which are:-

- *not to treat disabled students less favourably for a reason related to their disability*

- *to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage*
- *plan to increase access for disabled students*

Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has 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."

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the College community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the College environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:-

- *increasing the extent to which disabled students can participate in the College curriculum*
- *Improving the physical environment of the College to increase the extent to which disabled students can take advantage of education and associated services*
- *Improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication*

Principles

The College recognises its duty to:

- ensure that compliance with the DDA is consistent with the College's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other College policy that has a focus and impact on its disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage

- Publish an Accessibility Plan (detailed herein as follows).

Accessibility Plan

The plan is detailed – (see Appendix A) and summarised below

- In performing their duties, Governors, members of the Senior Leadership Team and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for School / Colleges (2002);
- The School recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The School provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, promoting the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of students.
 - accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

Activity

This section outlines the main activities and facilities which the School already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The School will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

b) Physical environment

The School has in place limited disabled access to its facilities and has ensured that such access has been maintained in its recent development of additional teaching spaces. Access is also in place to all external parts of the School site. The school has similarly

ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

c) Provision of information

The school has in place conformance to its web content accessibility which ensures the Web content for the school is more accessible to users with disabilities as well as being of benefit to all users. The school will make itself aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

Policy Review

This policy has been adopted by the Senior Leadership Team and is approved annually by the Board of Governors unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the owner of the policy and the Head Teacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Senior Leadership Team.

Granville Sports College – Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the, students, parents, staff and approved by the Senior Leadership Team of the school and covers the period from February 2015 to August 2018.

2. At Granville Sports College, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Granville Sports College is extremely well provided for in terms of enabling accessibility of provision for all students, staff and visitors to the school, though will continually strive to ensure this is both prioritised and taken into account when considering future developments. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school including facilities provided within the classroom;
- Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities.

4. Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality & Diversity
- Health & Safety
- Equal Opportunities
- Special Needs
- Behaviour Management

- Child Protection and Anti-Bullying
7. The Action Plan for physical accessibility may include for works that the school is unable to undertake during the life of this first Accessibility Plan through funding caution and/or identification of other school funding priorities and as such some items may roll forward into subsequent plans. At all times where fully desired works are not achievable, the school will look to make reasonable adjustments short of the full works if this is deemed possible. The audit will need to be revisited prior to the end of this first three-year plan period in order to inform the development of the new plan beyond 2018.
 8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The College prospectus and its website will also make reference to this Accessibility Plan.
 9. The College will be particularly alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 11 each year as well as in-year entrants where accessibility issues may arise.
 10. The Plan will be monitored through the Senior Leadership Team.

Signed Jo Kingswood (Head Teacher)

Signed David Gaskin (Chair of Governing Board)



Accessibility Plan – 2015-2018

1. IMPROVING ACCESS TO PHYSICAL ENVIRONMENT				
Target / Action		Target Timescale	Staff involved	Resources
1.1	Undertake accessibility audit of site for to meet the requirement for Hearing Impaired (HI), Visual Impaired (VI) and Physical Disability (PD)	Spring 2016	HKA/SSM/DCC	Staff time – completed summer 16
1.2	To ensure plans of all new buildings meet the requirements of HI, VI and PD	Autumn 2017	HKA/DCC	Capital funding Staff time
1.3	To ensure plans are in place to gain access to the Learning Support classroom and disabled toilets	Summer 2016	HKA/SSM	Staff time – completed Oct 16
1.4	To ensure all Learning Support Assistants have regular training on HI, VI and PD (or other disabilities required)	On-going annually	SSM/DCC/LSA	Staff time
2. IMPROVING ACCESS TO THE CURRICULUM				
Target / Action		Target Timescale	Staff involved	Resources
2.1	Review curriculum for SEN pupils in KS4 to broaden choice	On-going	SSM/DJA/JKI	Staff time
2.2	Review deployment of LSA staff to follow the requirements of the School Improvement Plan (SIP)	On-going	JKI/SSM	Staff time

2.3	Improve mechanism for gathering evidence/tracking progress to follow the requirement of the SIP	On-going annually	SSM/DJA	Staff time
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2.4	Ensure appropriate intervention is in place to support pupils' learning	On-going as required	SSM/All staff	Staff time
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3. IMPROVING ACCESS TO INFORMATION / ICT

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Target / Action		Target Timescale	Staff involved	Resources
3.1	Increase accessibility through the use of additional/alternative technology	On-going	ADI/SSM/LSA	Equipment cost
3.2	Investigate gaining 'Disability accreditation'	Summer 2017	HKA/DJA	Staff cost
3.3	Improve readability level of written communication to parents.	Summer 2017	JKI	Staff cost
3.4	To ensure written procedures are accessible to all pupils.	On-going	All staff	Staff cost

