



Gentleshaw Primary Academy

Accessibility Plan

2023 to 2026

This plan should be read in conjunction with the **Whole School Development Plan** and outlines the proposals of the **Local Governing Body of Gentleshaw Primary Academy** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; Curriculum, Physical Environment & Information.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The Action Plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan will be reviewed at least every three years, but may be updated more regularly to take into account the changing needs of the academy and its pupils.

Gentleshaw Primary Academy
Accessibility Plan – Action Plan
2023 to 2026

The Local Governing Body has completed an audit of the extent to which pupils with disabilities can access the **Curriculum, Physical Environment** and **Information** on an equal basis with their peers. This Action Plan has been developed to address specific gaps and improve access, after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term (Year 1)	The current building and decoration is not supportive of visually impaired pupils and adults.	Any redecorating work within the school is sympathetic to the visually impaired	Site Supervisor Contractors Decorators	Ongoing	The school environment is sympathetic and supportive to the visually impaired	
Medium term (Year 2)	Some pupils have a limited understanding and awareness of disabilities, including those impacting upon pupils within the academy.	To ensure the school develops children's awareness of diversity with a focus upon disability.	PSHE Leader Leadership Team Class Teachers	Ongoing	Pupils have a full understanding and positive awareness of diversity and disabilities	

<p>Long term (Year 3)</p>	<p>There is limited disabled access into the academy and different areas (at different levels/stairs)</p>	<p>Improve the physical access around the school</p>	<p>Contractors</p>	<p>Ongoing</p>	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p>	
--------------------------------------	---	--	--------------------	----------------	---	--