

# GREENSIDE FILM FACTORY

## Access Plan



Updated September 2019

FACTORY

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regard to the Equality Act 2010 and works within the policy guidelines of The Elliot Foundation. Implements the Equal Opportunities Policy. It identifies targets Greenside needs to meet, or states policies that are already site accessible for all. Where areas are identified that need improvement, the planned actions are stated along with

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g Body is responsible for the Access Plan. The Equal Opportunities Policy and the Access Plan involve every aspect fall within the remit of the Lead Governor. The access plan falls into three main categories:

delivery

Materials

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ill be reviewed on a yearly basis in the summer term or earlier if required, the delegated committees shall review, update those areas for which they are responsible.

### ity Plan

up to implement Greenside's Duty for Disabled access. This planning duty arises from changes made to the Disability and Disability Act 2001 (SENDA). The plan is written in accordance with the DfE guidance publication 'Accessible Schools for disabled students'.

### **of Disability**

iscrimination Act 1995 defines disability as following:

ability if he or she has a physical or mental Impairment that has a substantial and long-term adverse effect on her or his day activities'.

### **ive**

vironment which enables disabled students to participate fully in the school community by identifying and eliminating b

## Responsibilities

Ensures that the following are key responsibilities underpinning the planning duty:

- to ensure that disabled students are not disadvantaged in their admissions and exclusions, and provision of education and associated services
- to ensure that disabled students are not treated less favourably than their non-disabled peers
- to take steps to avoid putting disabled students at a substantial disadvantage
- to ensure that a Disability Access Plan is in place

## Principles

In carrying out their duties, all staff and governors will have regard to the Equality and Human Rights Bill 2009:

The requirements of the DDA is key to all school policies

All individuals are entitled to the best education they can receive regardless of any disability they may have

in any means, making a full school life accessible, to the disabled student including extra-curricular activities and events.

To ensure that all students with a broad and balanced curriculum, tailored to meet their individual learning requirements

and to respect and value parent/ carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities

and to respect the parents/ carers' and child's right to confidentiality

The school will undertake to meet its key objective by three key areas:

### 1. Curriculum

The school will monitor and assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to meet the needs of its students.

The school will ensure that the curriculum is challenging where suitable learning challenges are set and progress of individual's achievements can be assessed

The school will seek the advice of services such as other schools, TEF, the LA, the Government, and independent bodies to achieve best practice

The school will endorse the key principles of the National Curriculum Framework

(including the requirements of being an academy and being part of TEF) and new Ofsted Framework (Sept '19)

The school will provide and support programmes to support students learning where appropriate

### 2. The Physical Environment:

The school will maintain and develop existing facilities and develop ways of making the physical environment more accessible to people with disabilities.

The school will ensure that different impairments have specific requirements and can be best catered for within the physical environment.

The school will provide the most suitable aids and resources, outside of the student's SEND, or health, provision.

the advice of services such as other schools, TEF, the LA, the Government, and independent bodies to achieve best

**Information:**

ods of providing information and media utilised, develop these to improve accessibility  
chools, TEF, LA and local support services to source best materials at an appropriate cost  
ers and students in the choice of the most suitable media for the disabled student.

**g the Plan**

will be promoted and made available to existing or prospective parents/ carers using the following means:

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**Action Plan**

on plan outlining the school's existing plans and priorities.

lan will be reviewed annually by the SENCo.

## in – Curriculum and Environment

	Strategy/ policy to meet target	Lead Person	Key Dates	Success criteria
opportunities for	All curriculum policies Student targets Equal Ops policy Behaviour Policy and code LSA support SEN policy Support/ Intervention programmes External advisors	EYFS – Kimberley KS1 & Y2 - Robin Y3, Y4, Y5 & Y6 - George	All in place for Sept '19 and reviewed annually, or as appropriate  > For all areas of the plan	Students achievement against student targets
racial harmony s for living in a cifically aims to all forms of inside Growing ent Personal nme.	Equal Ops policy SMSC policy Behaviour policy Prevent policy	HoS	As above	Few racial incident rep No significant issues o underachieving.
Additional time abled students actical work. quipment or and allow time xpended by its.	SEND policy Use of ICT and/ or specialised equipment	HoS New SENDCo for Sept '19	As above	Students' achievement targets and national ex Relevant CPD (as requ the nature and training the student. Provide ar equipment/ time.
ected to take curriculum, & Sports & Film Learning	Relevant curriculum policies Equal Opportunities Policy Support staff	HoS	As above	All students are access of the curriculum. Exe infrequently made. In s teachers complete acc sheets. (appendix 1)

ding overnight ade accessible ctive of ient	Specific needs assessed as part of the overall risk assessment. LSA support provided when necessary. Greenside strives to ensure student safety at all times and reserves the right to refuse inclusion in an activity if student behaviour endangers the safety of others.	HoS	As above	Provision and adaptati when possible to enab attend  As per Trips & Educati
ctations of all	World Ready & Test Ready Guidance & Expectations All curriculum policies	KB, GW & RY	As above	For the vast majority o in the classroom and a least good. All student reminded of the Green
es planned and so as to	Differentiated lesson plans/ delivery Students challenged according to task and grouping. Staff CPD on learning styles and challenging student learning Lesson observations and visits	KB, GW & RY	As above	Send students and stu statements and EHCP differentiated to enable curriculum. GDS stud provision in order to ch

**in - PR/ Admissions**

	Strategy/ policy to meet target	Lead Person	Key Dates	Success criteria
ff are familiar nd practices each and /or staff with	Specific needs identified and acquired prior to admission/ employment	RY	All in place for Sept '19 and reviewed annually, or as appropriate  > For all areas of the plan	Staff attend training an when new technology i to be able to use it safe order to support the stu
es are diversity	Equal Ops policy SMSC policy	KB, GW & RY	As above	Monitoring of policies a Lesson visits and revie of students are being r
re all of the id participation	Equal Ops policy SMSC policy	DH	As above	Monitoring of policies a All reviews evidence p address needs as they

**in - Sites and Buildings**

	Strategy/ policy to meet target	Lead Person	Key Dates	Success criteria
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sed entrance will embrace				
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timally d students. orways l)	Specific needs identified prior to admission and appropriate facilities provided	All areas below: HoS (with Lead Governor & Caretaker - advised by Trish - TEF Director)	All in place for Sept '19 and reviewed annually, or as appropriate  > For all areas of the plan	Accessible to wheelchair
acuation inform all audible.	Emergency evacuation procedures in place and practised	HoS	As above	Regular fire drills take disabilities have a Personal Evacuation Plan.
ing e. Routes are	Health and Safety Policy Risk assessment	HoS	As above	Signs are clearly visible
students, staff ess are well lit	Ensure all areas are adequately illuminated. Risk assessments	HoS	As above	All areas accessible to and checked each term
not to be ing for disabled mpairment,	Ensure all signs are clear, support is provided and appropriate classroom layout is used. Specific needs to be identified prior to admission and appropriate facilities acquired.	HoS	As above	Students are able to move school as independent follow the guidelines set organisations to meet individual with specific needs
t of areas, , sporting, play cess by all	Ensure good standard of access	HoS	As above	All areas accessible to guidelines of health and safety as ramps are made available



oment is d located	Ensure all furniture and equipment is selected, adjusted and located appropriately	HoS	As above	Unsuitable furniture is student's needs. Adapt equipment is obtained of; occupational therap agencies.
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