

# ACCESSIBILITY POLICY & PLAN

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This policy was ratified by the Board of Directors on :	Autumn 2025
This policy will be reviewed :	Autumn 2028

## GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community. This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

## Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

# Accessibility Plan

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum;
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provide;
- Improve the availability of accessible information to pupils with disabilities.

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust supports any available partnerships to develop and implement the plan.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: parents/carers, staff and governors of the school].

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## 3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Health & Safety Committee. It will be approved by the Board of Directors

## 4. Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy  
Health and Safety policy  
Equality information and objectives (public sector equality duty) statement for publication  
Special Educational Needs (SEND) information report  
SEND policy  
Supporting pupils with medical conditions policy

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			
8	Are there any barriers to easy movement around the site and to the main entrance?				uneven pavements on the outside of the building
9	Are steps needed for access to the main entrance?		✓		
10	Do all steps have contrasting edging?			✓	
11	If there are steps, is a ramp provided to access the main entrance?			✓	

12	Is there a continuous handrail on each ramp and stair flight and landing?	✓			
13	Is it possible for a wheelchair user to get through the principal door unaided?		✓		
14	If no, is an alternative wheelchair accessible entrance provided?	✓			Under the ramp and then access to the main door via the lift
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
16	Do all internal doors allow a wheelchair user to get through unaided?	✓			
17	Do all the corridors have a clear, unobstructed width of 1.2 m?	✓			
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible changing rooms?	✓			
20	If a floor is on more than one level, do the internal steps/stairs have contrast coloured edgings?			✓	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	✓			
22	Is there a continuous handrail on each internal stair flight?	✓			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			✓	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?				evac chair to be used

25	Are non-visual guides used to assist people to use the buildings?		✓		
26	Could any of the décor be confusing or disorientating for students with disabilities?		✓		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓			
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓		

### Learning access and audit

Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓		
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓			
6	Do staff provide alternative ways of giving access to	✓			

	experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓			
9	Do you provide access to appropriate technology for those with disabilities?	✓			

#### Information access and audit plan

Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			As requested. Lots of information is sent as videos.
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			Google translate, Dojo, Website, RWI materials
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	✓			Lots of information is sent as videos, photographs, limited words.

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			Sensory Integration Room being created in Aut2 in The Den.
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			
8	Are there any barriers to easy movement around the site and to the main entrance?	✓			
9	Are steps needed for access to the main entrance?		✓		
10	Do all steps have contrasting edging?		✓		
11	If there are steps, is a ramp provided to access the main entrance?	✓			

12	Is there a continuous handrail on each ramp and stair flight and landing?	✓			
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	If no, is an alternative wheelchair accessible entrance provided?				
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
16	Do all internal doors allow a wheelchair user to get through unaided?		✓		
17	Do all the corridors have a clear, unobstructed width of 1.2 m?	✓			
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible changing rooms?		✓		
20	If a floor is on more than one level, do the internal steps/stairs have contrast coloured edgings?	✓			
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	✓			
22	Is there a continuous handrail on each internal stair flight?	✓			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.	✓			Evacuation chair
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		✓		

25	Are non-visual guides used to assist people to use the buildings?	✓			
26	Could any of the décor be confusing or disorientating for students with disabilities?		✓		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		✓		
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓		

### Learning access and audit

Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	✓			Further training needed throughout the year.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓			
6	Do staff provide alternative ways of giving access to	✓			

	experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓			
9	Do you provide access to appropriate technology for those with disabilities?	✓			

#### Information access and audit plan

Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			As requested. Lots of information is sent as videos.
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			Google translate, Dojo, Website, RWI materials
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	✓			Lots of information is sent as videos, photographs, limited words.



Physical access audit and plan

Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			
8	Are there any barriers to easy movement around the site and to the main entrance?	✓			
9	Are steps needed for access to the main entrance?		✓		
10	Do all steps have contrasting edging?			✓	
11	If there are steps, is a ramp provided to access the main entrance?			✓	

12	Is there a continuous handrail on each ramp and stair flight and landing?			✓	
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	If no, is an alternative wheelchair accessible entrance provided?			✓	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
16	Do all internal doors allow a wheelchair user to get through unaided?		✓		
17	Do all the corridors have a clear, unobstructed width of 1.2 m?	✓			
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible changing rooms?		✓		
20	If a floor is on more than one level, do the internal steps/stairs have contrast coloured edgings?			✓	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			✓	
22	Is there a continuous handrail on each internal stair flight?			✓	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			✓	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	✓			

25	Are non-visual guides used to assist people to use the buildings?		✓		
26	Could any of the décor be confusing or disorientating for students with disabilities?		✓		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓			
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓		

### Learning access and audit

Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓		
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓			
6	Do staff provide alternative ways of giving access to	✓			

	experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓			
9	Do you provide access to appropriate technology for those with disabilities?	✓			

### Information access and audit plan

Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			As requested. Lots of information is sent as videos.
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			Google translate, Dojo, Website, RWI materials
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	✓			Lots of information is sent as videos, photographs, limited words.



Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?			n/a	
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?			N/A	
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			
8	Are there any barriers to easy movement around the site and to the main entrance?		X		
9	Are steps needed for access to the main entrance?		X		
10	Do all steps have contrasting edging?	✓			
11	If there are steps, is a ramp provided to access the main entrance?			N/A	

12	Is there a continuous handrail on each ramp and stair flight and landing?	✓			
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	If no, is an alternative wheelchair accessible entrance provided?			N/A	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
16	Do all internal doors allow a wheelchair user to get through unaided?		no		
17	Do all the corridors have a clear, unobstructed width of 1.2 m?		X 2 points within yr2 corridor		
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible changing rooms?		X		
20	If a floor is on more than one level, do the internal steps/stairs have contrast coloured edgings?	✓			
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		X		
22	Is there a continuous handrail on each internal stair flight?	✓			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			N/A	
24	Is it possible for a wheelchair user to use all the fire exits		X- 1 exit not viable		

	from the areas to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?		X		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		
28	Is a hearing induction loop available (either fixed or portable) in the school?		X		

Learning access and audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	✓			Need to be scheduled throughout the year, linked to needs of the pupils/families
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take	✓			

	part in music, drama and physical activities?				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓			
9	Do you provide access to appropriate technology for those with disabilities?	✓			

Information access and audit plan					
Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			As requested. Lots of information is sent as videos.
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			Google translate, Dojo, Website, RWI materials
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all	✓			Lots of information is sent as videos, photographs, limited

	people with disabilities?				words.
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Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			
8	Are there any barriers to easy movement around the site and to the main entrance?	✓			
9	Are steps needed for access to the main entrance?	✓			
10	Do all steps have contrasting edging?	✓			
11	If there are steps, is a ramp provided to access the main entrance?	N/A			

12	Is there a continuous handrail on each ramp and stair flight and landing?	✓			
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	If no, is an alternative wheelchair accessible entrance provided?	N/A			
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
16	Do all internal doors allow a wheelchair user to get through unaided?				
17	Do all the corridors have a clear, unobstructed width of 1.2 m?	✓			
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible changing rooms?	N/A			
20	If a floor is on more than one level, do the internal steps/stairs have contrast coloured edgings?	N/A			
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	✓			
22	Is there a continuous handrail on each internal stair flight?	✓			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		✓		
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		✓		Refuge point available at the top of both stair cases

25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		✓		individual alarm can be added to a phone
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓		

Learning access and audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓		Training to be arranged by trust
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓			
6	Do staff provide alternative ways of giving access to				

	experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				
9	Do you provide access to appropriate technology for those with disabilities?				

Information access and audit plan					
Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			As requested. Lots of information is sent as videos.
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			Google translate, Dojo, Website, RWI materials
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	✓			Lots of information is sent as videos, photographs, limited words.