

# GILLINGSTOOL PRIMARY SCHOOL

*Inspire ~ Believe ~ Achieve*



## ACCESSIBILITY PLAN

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: April 2020

Signed  .....

Name: Caroline Carter

Headteacher

Date: April 2020

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## **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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

Gillingstool Primary School is committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

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

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

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

We have included a range of stakeholders in the development of this accessibility plan, including, 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</i></p>	<p>All curriculum policies updated with reference made to 'access'</p> <p>To continue to provide a fully differentiated curriculum as appropriate</p>	<p>All curriculum leaders follow the timetable for updating Curriculum Policies, and that all policies make reference to all relevant 'accessibility' issues for that subject. This is to involve discussion at a staff meeting or seeking information from outside agencies.</p> <p>Differentiation will continue to form a key part of any lessons observation or work scrutiny and full feedback will be given individually or at a full staff meeting if appropriate.</p>	<p>Curriculum leaders</p> <p>All staff</p>	<p>On going</p> <p>On going</p>	<p>All curriculum policies will contain appropriate reference to accessibility issues. Staff awareness raised and learning improved for pupils.</p> <p>Curriculum meets the needs of all pupils as fully as possible. This maximizes progress, achievement and attainment. Continuous monitoring via lesson observations/ DDI's</p>

<p>To maintain access to the physical environment</p>	<p><i>The new building has been constructed with regard to all the requirements of a special school.</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	<p>To maintain access to the physical environment</p>	<p>Observing and reporting of any defects to Head, Business Manager or Caretaker for immediate repair or reporting to contractors/ LA etc.</p>	<p>All staff</p>	<p>On going</p>	<p>Maintenance of high quality building providing full access for all</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Radio aids</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>To ensure that any pupil with a disability is able to access all information on the school site.</p>	<p>Observing and reporting of any defects to Head, Business Manager or Caretaker for immediate repair or reporting to contractors/ LA etc.</p> <p>Class teachers to ensure that their classroom environment meets the needs of their individual students, and that appropriate support is provided if information is required in a different format.</p>	<p>All Staff</p> <p>Class teachers TP's</p>	<p>On going</p> <p>On going</p>	<p>All pupils with a disability have access to information in a form appropriate to their needs</p>

<p>The Accessibility Register identifies any vulnerability arising from accessibility issues e.g. medical, physical, home issues etc. This to be included in the SEN Register and any provision maps</p>	<p><i>Our school has an up to date SEN Register where all accessibility issues are recorded. Each child will have a provision map and pupil profile where issues are identified and strategies recorded. These are updated a minimum of three times per year.</i></p>	<p>To have an accurate and up to date record of any accessibility issues experienced by our pupils. This record will include strategies/ adaptations necessary</p>	<p>SENCO to ensure that the Register is regularly updated and checked that it is a fair reflection of the accessibility needs of our pupils.</p> <p>Class teachers and TP's to discuss any new concerns with SENCO</p>	<p>SENCO</p> <p>Class teachers TP's</p>	<p>On going</p> <p>On going</p>	<p>Accurate, detailed and up to date Register</p>
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Chair of Governors and the Headteacher.

#### **5. 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 (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Inclusion
- Behaviour

## **Appendix 1: Accessibility audit**

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	Two storey building, second floor is for adult use only. There is a lift available to use	None	N/A	N/A
Corridor access	Corridors are all designed to be wheelchair accessible and doorways are wider.	None	N/A	N/A
Lifts	Lift is available for adults needing access to second floor.	None	N/A	N/A
Parking bays	There are three disabled parking bays available outside the front entrance of school	None	N/A	N/A
Entrances	All entrances are wheelchair accessible	None	N/A	/A

Ramps	Ramps are available at all entrances/ areas of the school	None	N/A	N/A
Toilets	There are disabled toilets throughout the school, as well as changing facilities/hygiene rooms.	None	N/A	N/A
Reception area	Reception area is wheelchair accessible, with parking bays outside and automatic opening doors.	None	N/A	N/A
Emergency escape routes	Ramps are available at all entrances/ areas of the school	None		