

## **1. Vision**

### **Purpose of the plan**

The purpose of this plan is to show how Gamesley Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Gamesley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if

1. He or she has a physical or mental impairment *and*
2. The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities

### **Legal Background**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the law is the same as in the past meaning that "Schools cannot lawfully discriminate against pupils because of sex, race, religion or belief and sexual orientation."

This plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils. Parents, staff and governors of the school and will advise other school planning documents.

The Plan sets out the governors' proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policies and statements
- Equality Objectives
- Health and Safety Policy
- SEND Policy
- Behaviour Policy
- SIP
- Vision Statement
- School Handbook
- The Trust complaints procedure

## **2. Current Position**

### **Access to Buildings and Classrooms**

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

<b>Area</b>	<b>Features</b>
Main building and classrooms	<p>All classrooms have entrance and exits wide enough for a wheelchair.</p> <p>There are three disabled toilets, two with a changing bed and hoist</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Doors have electronic push button opening systems and automatic closing systems in the event of fire.</p> <p>There is a wheel chair lift next to the steps leading from the “Small Hall” to the Key Stage 2 department</p> <p>There are wide steps with grab rails to facilitate access to the stage in the main hall</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access.</p> <p>Access to the Kitchen Servery is clear and suitable for wheelchair users.</p>
Playground	<p>Ramps are in place between the lower and upper playgrounds and between the Upper Infant Block and the path to the Key Stage 2 playground</p> <p>The steps between the upper and lower playgrounds have handrails and there is a boundary fence between the 2 levels to ensure wheelchairs don't roll down the slope.</p>
Field Area	<p>A gently sloping path is in place suitable for wheelchairs and an all –weather path around the perimeter of the field allows access to all parts of the field.</p>
Entrance Paths	<p>Ramps are in place at the main entrance</p> <p>Fenced pedestrian pathways and a disabled parking space are installed in the car park.</p>

### **Evacuation Procedures**

**The school Fire and Evacuation Procedure** lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures are adapted and updated to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

## **Curriculum Access: Teaching, Learning and Assessment**

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream Primary School, we cannot always replicate the range of support and resources that a Local Authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Pupil Overview (IPO) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teaching services
- Technological enhancements - induction loops, ICT etc
- Adaptation of teaching materials

The school's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. In addition, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

### **Informal Curriculum**

Pupils at Gamesley Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's IPO or Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

## **Information for Pupils and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials will be made available if required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

### **Source Materials for the new plan:**

The priorities of the plan have been identified using a number of sources including:

- Census returns
- End of Key Stage results
- SEN review meetings
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices, which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans and publications should be considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- Admissions Policy
- The school website
- Parent handbooks and information letters

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010

### **Plan Availability**

The school makes the Accessibility Plan available in the following ways

- A copy is posted on the school's website
- Paper copies are available from school reception

**Review and Evaluation**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Gamesley Primary will address the priorities identified in the plan. The plan is valid for three years 2021 – 2024. It will be reviewed annually.

Targets	Strategies	Outcome	Timeframe	Achieved
<b>Equality and Inclusion</b>				
To ensure that the accessibility plan is an annual discussion item by the Board of Governors	Clerk to add to agenda item	Adherence to legislation. Better outcomes for all children	Annually	
Continue to improve staff awareness of disability issues	Review staff training needs and provide training as required.	Whole school community aware of issues	Ongoing	
Ensure that policies consider implications of disability access	Consider during review process	Policies reflect current legislation and meet the needs of all school stakeholders	Ongoing	
<b>Physical Environment</b>				
Ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access for all.	Audit of accessibility of school building and grounds by SLT and Resources governors. Suggest actions and implement as budget allows	Modifications will be made to the school building and grounds as needed.	Ongoing	
All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Ensure corridors are kept tidy and free of obstructions. Consider layout of any furniture in corridors	All pupils including those using manual and power chairs or walking frames can access all areas of the school.	Ongoing	
<b>Curriculum</b>				
Train support staff to enable them to meet the needs of children with a range of SEND including behavioural needs	SENCO to review the needs of children and provide training as needed	TAs have the necessary skills to enable them to support children in accessing the curriculum	Ongoing	
Ensure that all children are able to access extra-curricular activities – clubs, trips, residential holidays etc	Where necessary investigate alternative venues i.e. Kingswood Centres with disabled access	All children have the opportunity to take part in extracurricular activities alongside their peers	Ongoing	
Provide specialist equipment to promote participation in learning by all pupils	SENCO to assess needs and provide equipment as needed i.e. slopes, headphones, grips, scotopic overlays, i-pads etc	Children have the support needed to enable them learn independently.	Reviewed termly by the SENCO	
Ensure children are able to access learning in class and achieve in statutory assessments	Applications for the use of an amanuensis, additional time, early opening etc will be made where necessary to enable children to achieve their potential in the tests	Barriers to achievement will be removed or ameliorated.	Annually	
Continue to develop alternative provision	Work with specialist agencies (Autism Outreach /	Children with complex learning needs and/or	Ongoing	

within the school for those children who require a more bespoke curriculum in order to reach their potential	SALT / SSEN / OT) to support our development of the Orchard provision within school.	ASD are able to attend their local school with appropriate levels of support		
Written / Other Information				
Present information in a way that can be accessed by as many parents and members of the school community as possible	Avoid use of complex language, jargon free, easy to read fonts	Information will be accessible to all	Ongoing	
Ensure that parents who have difficulty in attending school events because of a disability still have contact with the school	Make contact via phone calls, written notes, e-mails, home visits	Parents are informed and involved in their children's education	As needed	