

**Accessibility Plan**

* **This document is the Accessibility Plan at Greatstone Primary School**
* **This policy was reviewed and adopted during the Autumn Term 2018 after consultation with Staff & Governors**
* **It was approved by the Governing Body in Term 2 2018.**
* **The Document will be reviewed every three years.**
* **Next Review Autumn 2021.**

**ACCESSABILITY PLAN**

**2018-21**

At Greatstone Primary School and Nursery our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included and as such we promote an ethos of care and trust.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Greatstone 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 education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

* Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
* Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe;
* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

* Behaviour Management Policy
* Curriculum Policies
* Health & Safety Policy
* School Development Plan
* Special Educational Needs Report
* Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Full Governing Body

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved

Date November 2018

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

## The Governing Body

* **Head Teacher**
* **SENCo**
* **Estate Manager**

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| **Curriculum** | | | | |
| **Target** | **Strategies** | **Time-Scale** | **Responsibility** | **Success Criteria** |
| Increase Confidence of all staff in differentiating the Curriculum | Be aware of staff training needs on Curriculum Access  Assign CPD for  Autistic Spectrum Disorder (ASD) friendly classrooms  dyslexia friendly classrooms | 2018 ASD focus  2019 Dyslexia focus | SENCo | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required | As required | SENCo | Raised confidence in support staff  Pupils adequately supported |
| Ensure all staff are aware of disabled children’s curriculum access | Create individual access plans for disabled pupils when required  Information sharing with all agencies involved with pupil | As required | SENCo | All staff aware of individuals needs  Pupils adequately supported |
| Use ICT software to support learning | Software to be installed where needed | As required | ICT technician | Wider use of SEN resources in classrooms |
| Educational visits to be accessible to all | Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness | As required | HT | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE accessible to a | Gather information on accessible PE and disability sports  Seek disabled sports people to come into school | As required | PE Coordinator | All to have access to PE and take part in a range of activities |

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| **Buildings** | | | | |
| **Target** | **Strategies** | **Time-Scale** | **Responsibility** | **Success Criteria** |
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the Personalised Plans process when required  Be aware of staff, governors and parents access needs and meet as appropriate  Through questions and discussions find out the access needs of parents/carers  Consider access needs during recruitment process | As required  Induction and on- going if required  Annually  Recruitment process | SENCo  HT  HT  HT | Personalised Plans s in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met  Parents have full access to all school activities  Access issues do not influence recruitment and retention issues |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | As required | HT/GOVs /Estate Manager | Access for all |
| Improve signage and external access for visually impaired people | Renew strip mark step edges | On going as required | Estate Manager | Visually impaired people feel safe in school grounds |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities | As required  Each September | Estate Manager  HT | All disabled pupils and staff working alongside are safe in the event of an evacuation |
| Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and visually impaired pupils | Seek support from LA HI an VI advisory teachers | On going | SENCo | All pupils have access to the appropriate environment |

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| **Communication** | | | | |
| **Target** | **Strategies** | **Time-Scale** | **Responsibility** | **Success Criteria** |
| Review information to parents/carers to ensure it is accessible | Provide information and letters in clear print in “simple” English  School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via the school website can be accessed by the visually impaired. | During induction  Current | EYFS  Office  IT Technician | All parents receive information in a form that they can access  All parents understand what are the headlines of the school information |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | Class Teachers | Good communication |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators, sign language interpreters to be considered and offered if possible | As required | SENCo | Pupils and/or parents feel supported and included |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website. | As required | ICT technician | All can access information |