



Greatstone Primary School and Nursery

Accessibility Plan

Author(s):	Zoe Grimes, SENCO
Date:	May 2021
Review Frequency:	Tri- Annually
Review Date:	May 2024
References:	<ul style="list-style-type: none"> • Data Protection Act 2018 • The General Data Protection Regulation • Computer Misuse Act 1990 • Human Rights Act 1998 • The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 • Education Act 2011 • Freedom of Information Act 2000 • The Education and Inspections Act 2006 • Keeping Children Safe in Education 2020
Governor Agreement	May 2021

To be read in conjunction with	<ul style="list-style-type: none"> • On-line Safety policy • Behaviour policy
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ACCESSIBILITY PLAN 2021-24

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:

- (a) He or she has a physical or mental impairment, and
- (b) 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.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems. Physical aids to access education cover things such as IT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils. In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND (Special Educational Needs and Disabilities) framework and to a lesser extent through the planning duty which applies to all schools.

The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculum. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum.

It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip reading or sign language, through a recognised symbol system or ICT. This information should also be made available within a

reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

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

Monitoring

Greatstone Primary School and Nursery recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- **Admissions**
- **Attainment**
- **Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- **Exclusions**
- Response to teaching styles/subject
- SEND Register
- Setting/groups
- Effects of the curriculum
- Extra-curricular activities
- Homework
- Number of pupils participating in coaching and booster classes including those for the very able and gifted
- **Selection & recruitment of staff**
- **Governing board representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Useful contact details:

Kent Education Authority www.kelsi.org.uk for general local advice

Special Educational Needs South Kent Telephone: 03000 420889 SENSouth@kent.gov.uk

Equality and Human rights commission 0808 800 0082

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing board. 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 Board

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. Review and assign CPD for Autistic Spectrum Disorder (ASD) friendly classrooms dyslexia friendly classrooms with new staff members as review of 2018/19 training. Assign Speech/ language link training for staff members.	2021/22- Language and communication focus. 2021-Online dyslexia training for all staff. 2022- Renew ASD/ ADHD training	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
Ensuring children have access to home and can participate in learning during periods of school closure.	Classdojo used to set work. Zoom live lessons offered for whole class lessons and 1:1/	As required during periods of school closure or shielding for specific pupils.	SENCO	All children have access to their learning and are not disadvantaged in being able to participate in home learning.

	<p>smaller sessions for those pupils who require it. Provide printed out learning packs. Larger print or coloured paper if required. Send home physical reading books to support VI students. Supply loan of Ipads and laptops.</p>			
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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	<p>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</p>	<p>As required Induction and on- going if required Annually Recruitment process</p>	<p>SENCo HT HT HT</p>	<p>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</p>
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 – included in their individual care plan. 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

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	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	Pupils and/or parents feel supported and included

have difficulty with hearing or language problems				
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
Parents can book appointments to have information explained or assistance with compiling paperwork if they require assistance due to difficulties	Book appointment with SENCO or telephone conversation to explain.	As required	SENCO.	All information can be accessed and understood by all.