

# Gainford CE Primary School and Pre-School

## Accessibility Plan 2021-2024

Together we love, learn and flourish



**Approved by: Governing Body**

**Date: 7<sup>th</sup> February 2022**

**Last Reviewed: January 2022**

**Next Review: January 2024**

## The Ethos and Values of Our School

Gainford Church of England Primary School and Preschool is a semi-rural school set at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Gainford Primary School and Preschool we live by our Christian vision, 'Together we love, learn and flourish'. Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community and citizens who contribute to society. Our deeply Christian ethos and values are central to the experiences our children have on a daily basis.

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Improve awareness of equality and inclusion
- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment of the school for all adding specialist facilities where necessary
- Improve the availability of accessible information to disabled pupils, staff, parents and visitors

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

Gainford CE Primary School and Pre-School is committed to providing an environment that enables full curriculum access and opportunity that values all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional, cultural and economic needs. This core belief should be irrespective of age, gender, religion and sexuality.

At Gainford CE Primary School and Pre-School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Value the diversity within all families to develop and further our understanding of equality and diversity.
- Provide positive, non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice in order to impact positively upon and promote equality and value diversity.
- Make inclusion a thread that runs through and helps to shape all of the activities of the school.

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

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

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 will support any available partnerships to develop and implement the plan.

*The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.*

*We will consult with experts when new situations regarding pupils with disabilities and medical needs are experienced.*

*The Governors and Senior Leadership Team will at the earliest opportunity work closely with the Local Authority and outside agencies to overcome any difficulties that may arise.*

*The Accessibility Plan will be monitored by the Head Teacher, School Leadership Team and Governing Body.*

*The terms of reference for governing body committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.*

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. The complaints procedure is available on the school website and paper copies are available upon request.

## 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.

### 3. Action Plan

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

#### AIM 1: To improve awareness of equality and inclusion

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Accessibility Plan and Equality Statement to be considered biannually by governors	<p>To ensure that this is listed on the agenda of the Finance &amp; Premises Committee at least biannually subject to legislative changes</p> <p>To ask School Council to discuss the plan biannually</p>	Biannually	<p>HT / F Committee</p> <p>HT / SENDCO</p>	Current legislation adhered to
Training to raise awareness of equality disability issues	<p>Discuss perceptions of issues with staff and governors to assess current awareness levels</p> <p>Provide training for governors, staff, pupils and parents as appropriate.</p>	Annually	HT / SENDCO	Whole school community aware of issues relating to access
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT, SENDCO & SLT	All policies clearly reflect inclusive practice and procedure

## Aim 2: To increase access to the curriculum for pupils with a disability

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. We will continue to review and adapt the school curriculum as necessary depending on the individual needs of our pupils. The Senior SLT work alongside the SENCO, staff, and parents to ensure all children are encouraged to reach their full potential, in all areas of school.

### SHORT TERM:

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for Foundation Stage in Sept	To identify pupils who may need additional to/ different from provision for new intake	Ongoing	HT & EYFS Leader	Procedures / equipment / ideas set in place ready for starting in Sept
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT/DHT All Teachers	Clear collaborative working approach
To ensure full access to the curriculum for all children	To offer a differentiated curriculum with adjusted provision as required  To provide a range of support including trained teaching assistants  To provide multisensory activities to support curriculum areas as needed  To provide access to specialist advisory support and equipment as necessary	Ongoing	SLT / Teachers / SENDCO / Support staff / Outside agencies	Advice taken and strategies evident in classroom practice  Children on SEND register supported and accessing curriculum

Use ICT to support learning	To provide interactive ICT devices and software as appropriate to meet the needs of individual children	As required	SLT / Teachers/ SENDCO	Wider use of SEN resources in the classroom
To establish close liaison with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing throughout	SLT / Teachers / support staff / outside agencies	Clear collaborative working approach

### MEDIUM TERM

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review the attainment of all SEN pupils with disabilities	SENDCO / Class teacher meetings/ to review pupil progress Scrutiny of assessment data Regular liaison with parents	Termly	Class teachers SENDCO/DHT/HT	Progress made towards SEN Support Plan outcomes
To promote the full involvement of disabled students in classroom discussions/activities	Consider a variety of learning styles and needs when teaching	Ongoing	Whole school approach	Variety of learning styles and multi- sensory activities evident in planning and in the classrooms Ensuring that the needs of all disabled pupils, parents and staff are represented within the school

## LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short- and long-term targets biannually	See above	Biannually	HT SLT Governors	All children making good progress.
To deliver findings to the Governing Body	Regular meetings with SEND governor and feedback to Governor committee meetings	Yearly / ongoing	SENDCO SLT / SEND Governor	Governors fully informed about SEND provision and progress

### **Aim 3: To improve and maintain access to the physical environment of the school, adding specialist facilities as necessary**

The classrooms are all at ground floor level. Class Tees and Class Wear have one step access and a portable ramp allows access to both classrooms including for wheelchair access. Class Swale rooms are floor level and both rooms can be accessed internally without adaptations. Class Swale rooms have the option of two exits each including floor level exit via internal doors.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are flat or ramped. The main entrance features a secure lobby, and this is fully accessible to wheelchair users. There are disabled toilet facilities available, adjacent to the staffroom. This is fitted with a handrail and a pull emergency cord as well as a changing bed should this be required. The school has internal emergency signage and escape routes are clearly marked.

Actions to improve physical accessibility have been identified, prioritised, and included as part of this plan. It may not be feasible to undertake some of the works during the life of this plan and therefore some items will roll forward into subsequent plans.



## SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensuring all with a disability are able to be involved in school life	<p>Create access plans for individual disabled children as part of SEN Support plan process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</p>	With immediate effect, to be regularly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
Improve physical environment of school environment	Take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises	Ongoing	HT SLT	Enabling needs to be met where possible
Ensure provision of toilet doors which are easily gripped and operated	Ensure locks are fitted to cubicles in each set of toilets that can be used by all	Ongoing	SMT / caretaker	Easy to operate toilet doors readily available
Ensure all disabled persons on site can be evacuated safely	Put Personal Emergency Evacuation Plan (PEEP) in place as required	As necessary	SEND/CO/HT	All evacuated safely

Provide kitchen fixtures & fittings suitable for use by the disabled	Kitchen adapted	If the need arises	SMT / Caretaker / Catering Contractor	Meeting needs as required
Provide visual alarm signal	Upgrade alarm system to include strobe lighting	If the need arises	SMT / caretaker	Meeting needs as required
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent consultations, liaise with external agencies, identifying training needs and establish individual protocols where needed	Ongoing and to be regularly reviewed	SMT Occupational Health Team/all other relevant external agencies	Ensuring needs are met
Ensuring disabled parents have every opportunity to be involved	Reserve disabled parking spaces for disabled to drop off & collect children  Arrange interpreters from the RNID to communicate with deaf parents if necessary  Offer a telephone call/conversation to explain letters home for some parents who need this  Adopt a more proactive approach to identifying the access requirements of disabled parents	Ongoing and reviewed as necessary	Whole school team  With immediate effect to be regularly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Ensure driveway, roads & paths around school are as safe as possible	Communication with parents via safety messages / newsletters / website / Operoo	Ongoing	SLT Involve Local Police force if required	No accidents
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### **MEDIUM TERM**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas

### **LONG TERM**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Provide an induction loop in school hall	Upgrade hall sound system to provide induction loop	If need arises	SLT	Loop system available for those with hearing impairment
Maintain accreditation of Rights Respecting School Award	Continue work to maintain standards associated with the accreditation	Ongoing	SLT Class teachers	Achievement of award

#### **Aim 4: Improve the availability of accessible information to disabled pupils, staff, parents and visitors**

The purpose of this aim is to ensure that written information that is normally provided by the school to its pupils is also available to disabled pupils, e.g. worksheets, textbooks and information about school events. The information should take account of pupils' disabilities and pupils and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and source of such support and materials to make the provision available when it is required. The school ICT infrastructure will enable us to access a range of material to support individual needs.

#### **SHORT TERM**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Ensure all children with disabilities have access to all areas of the curriculum	Regular parental communication  Children presented with materials in an accessible format  Individualised multi-sensory teaching strategies used	Ongoing	All staff to be aware	All children will be able to access curriculum
Make available school information and documents for parents/carers in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.  The school will make itself aware of the services available through the LA for converting written information into alternative formats	As needed	All staff	The school will be able to provide written information in different formats when required to match preferred individual choice

## MEDIUM TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's awareness of any disabilities	Information collected about new children Records passed up to each class teacher End of year class teacher meetings Annual reviews SEN Support plan meetings Medical forms updated annually for all children Personal health plans Details of children with significant health problems shared with all staff	Annually	Class teachers Office Staff Outside agencies	All staff aware of disabilities of children in school

## LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
In school record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school

**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.**

#### **4. Monitoring arrangements**

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

The Premises Committee and Governor responsible for SEND will take a lead in reviewing and developing this document to promote and develop accessibility for all pupils.

Views of parents will be sought where appropriate in order to make the building as accessible (with due and full regard to safeguarding) as possible.

It will be approved by the Governing Body.

#### **5. Links with other policies**

This accessibility plan should be directly linked to the following policies and documents:

- Asset Management Plan/Record
- Anti-bullying Policy
- Behaviour Management Policy
- Curriculum Policies
- Risk assessment policy
- Health and Safety policy
- Equal Opportunities Policy
- Special Educational Needs Policy
- Supporting pupils with medical conditions policy
- Intimate Care Policy
- Admissions Arrangements
- Attendance Management Procedures