



Dream, believe, achieve

Respectful Trustworthy Friendly Courageous Caring Responsible

Peter Gladwin Primary School

Accessibility policy and Plan

Date approved: July 2023

Review Date: July 2026

Peter Gladwin Primary School Accessibility Policy and Plan

Three year period covered by plan 2023 - 2026

Section 1: Vision statement

At Peter Gladwin Primary School we believe that every child should have access to a broad, balanced relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
 - To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils and our adult users with a disability.
 - To ensure compliance with all relevant legislation connected to this policy.
 - To work with other schools and the local authority to share good practice in order to improve this policy
1. The Peter Gladwin Primary School Accessibility Plan has been written in conjunction with staff and governors of the school and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date. Each review and projection will include consultation with parents, staff and governors of the school and will draw on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002. 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. We believe that we work hard to ensure that the

culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity, and is a Rights Respecting School.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policies
- Safeguarding Policies
- Equalities Objectives
- Health and Safety Policies
- Generic Policies including the Parent/Carers Guide to School Complaints

3. We are committed to providing an environment that enables full curriculum access and values 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 according to the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. We welcome children with disabilities and we value the knowledge and views of parents regarding their child's disability and how it affects their ability to carry normal activities. In accordance with the definition in the Equality Act 2010, we believe disability is defined as:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.'

5. The Peter Gladwin Primary School Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- a) Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- b) Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- c) 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 preferred formats within a reasonable timeframe.

- 6. The Accessibility Plan relates to Equality and Inclusion in relation to the key aspects of physical environment, curriculum and written information.
- 7. Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

We believe that this policy relates to the following legislation:

- Disability Discrimination Act 1995
 - SEN and Disability Act 2001 (SENDA)
 - Children Act 2004
 - Safeguarding Vulnerable Groups Act 2006
 - Equality Act 2010
 - Children and Families Act 2014
 - Special Educational Needs and Disability (Detained Persons) Regulations 2015
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- The School Prospectus will make reference to this Accessibility Plan.
 - The School's complaints procedure covers the Accessibility Plan.
 - The Accessibility Plan will be published on the schools website.
 - The Accessibility Plan will be monitored through the Governor Finance Committee.

- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Roles and responsibilities in relation to this policy area as follows:

Head Teacher: Karen Harrison

Designated member of staff: Carly Jones (SENCO)

Governor Responsible: TBC

Approved by: ...Governing Body and Headteacher.....

Date:July 2023.....

Next review date:July 2026.....

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve equality and inclusion
- Improve the delivery of written information to pupils and families

The table below sets out how the school will achieve these aims.

Aim	Target	Strategy	Outcome	Responsibility	Timescale	Achievement
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Training for staff in relation to the Equality Act • Audit of pupil needs and staff training to meet needs • Out of school activities are planned to ensure where reasonable the participation of all pupils • Classrooms are organised to promote the 	<ul style="list-style-type: none"> • Audit of need • Review the specific needs of pupils living with a disability • Review out of school visits to ensure compliance • Review and implement class expectations – 	<ul style="list-style-type: none"> • All teachers able to meet the requirements of disabled pupil needs to access curriculum • Raised awareness by staff. Involvement of external agencies • All activities conducted in an inclusive environment • Lessons start on time without need to 	<ul style="list-style-type: none"> • SLT/SENCO • All staff /SLT/ SENCO • Teachers /SLT/ SENCO • Teachers/ SENCO 	<ul style="list-style-type: none"> • Autumn 2022 • Autumn annually • On going • Autumn 2021 	<ul style="list-style-type: none"> • Increase in access to the curriculum • Increase in access to all school activities for all disabled pupils • Increase in access to National

	<ul style="list-style-type: none"> participation and independence of all pupils • Training for awareness raising of disability issues 	<ul style="list-style-type: none"> furniture and equipment • Provide training for all stakeholders 	<ul style="list-style-type: none"> accommodate the needs of individual pupils • Whole community aware of issues relating to access 	<ul style="list-style-type: none"> • SLT/SENCO 	<ul style="list-style-type: none"> • On going 	<ul style="list-style-type: none"> Curriculum • Community benefits
Aim	Target	Strategy	Outcome	Responsibility	Timescale	Achievement
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • To enable wheelchair users to access all areas of the school independently • To ensure disabled pupils/staff/visitors are able to park safely on the school site 	<ul style="list-style-type: none"> • Audit internal and external access • To research statutory requirements and Local Authority provision for disabled parking bays 	<ul style="list-style-type: none"> • Increased independence for all learners • Improved access to the school site for all learners and visitors 	<ul style="list-style-type: none"> • SENCO/Site Manager • SLT/ Business Manager/ Site Manager 	<ul style="list-style-type: none"> • Autumn 2021 • Autumn 2022 	<ul style="list-style-type: none"> • Access barriers removed for disabled learners • Maximum safety for all personnel in school grounds
Aim	Target	Strategy	Outcome	Responsibility	Timescale	Achievement
Improve equality and inclusion	<ul style="list-style-type: none"> • To continue to train staff to enable them to meet the needs of children with a range of SEND • To meet the needs of individuals during statutory end of Key Stage tests 	<ul style="list-style-type: none"> • SENCO to provide training for staff as needed • Children will be assessed, in accordance with regular classroom 	<ul style="list-style-type: none"> • Staff continually developing their skills to help children access the curriculum based on need • Barriers to learning will be reduced or removed enabling children to achieve their full potential 	<ul style="list-style-type: none"> • SENCO/SLT • Class teachers/ SLT/ SENCO 	<ul style="list-style-type: none"> • On going • Annually 	<ul style="list-style-type: none"> • To continue to train staff to enable them to meet the needs of children with a range of SEND • To meet the needs of individuals during statutory end of

		practice, and additional time, use of amanuensis etc will be applied for as needed				Key Stage tests
Aim	Target	Strategy	Outcome	Responsibility	Timescale	Achievement
To improve the delivery of written information to pupils and families	<ul style="list-style-type: none"> • Availability of written information in alternate formats when requested • Make available brochures, newsletters and other information for parents in alternative formats when requested • Review documentation with a view of ensuring accessibility for pupils with VI or HI • Raise awareness of adults working at and for the school of the importance of 	<ul style="list-style-type: none"> • The school will make itself aware of services available for converting written information into alternate formats • Review current publications and promote availability in different formats • Get advice on different formats • Arrange course 	<ul style="list-style-type: none"> • The school will be able to provide written information in various formats • All school information available for all who request it • All school information available for all who request it • Awareness of target group 	<ul style="list-style-type: none"> • Office • Office • Office • Office 	<ul style="list-style-type: none"> • As needed • As needed Autumn 2021 • Autumn 2022 	<ul style="list-style-type: none"> • Delivery of information to disabled pupils improved • Delivery of information to parents and the local community improved • Delivery of school information to parents and the local community improved • School is more effective in meeting the

	good communication					needs of pupils
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Section 3: Access audit – internal (External audit by Resources Committee to be arranged at a later date)

Feature	Description	Actions	Responsibility	Timescale
Number of storeys	Single storey building with ramps to enable full access	General maintenance	Site Manager	On going
Corridor access	Wide corridors with push doors, which can be locked open	To audit independent use for wheelchair users	SENCO	Autumn 2021
Parking bays	Multiple parking bays, none designated as disabled access	To audit statutory requirements	SLT/Business Manager/Site Manager	Autumn 2021
Entrances	Wide access front entrance, double doors, flat level	General maintenance	Site Manager	On going
Ramps	Sloped concrete paths to enable access	To audit effectiveness with particular	Site	Autumn 2021

		attention to access to side playground	Manager/SENCO	
Toilets	Disabled access toilet and shower in main building	General maintenance	Site Manager	On going
Reception area	Toilet in entrance area has full disabled access and facilities	General maintenance Accessibility information displayed?	Site Manager SENCO	On going Autumn 2021
Internal signage	Emergency access and toilets	To audit effectiveness re size and font	SENCO	Autumn 2021
Emergency escape routes	Designated routes signed throughout school	To keep updated and fully displayed To maintain up to date PEEPs	SLT/Site Manager SENCO	On going