

Garrett Hall Primary School

Accessibility Plan



June 2019

Policy adopted: 19th June 2019

Policy to be reviewed: June 2022

Signed on behalf of Governing Body : Mrs Shirley Chappell

Signed by the Headteacher : Mrs Tracy Beaty

1. Aims

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

The purpose of this plan is to show how Garrett Hall Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Our 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability.

The school supports any available partnerships to develop and implement the plan.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

If you have any concerns relating to accessibility in school, please raise these concerns following the procedure set out in the complaints policy.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

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.

3. Action plan

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

Our aims are to:

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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Garrett Hall offers a differentiated curriculum for children of all abilities and uses specific resources to ensure pupils are able to access the curriculum fully.	Training for specific staff in dealing with specific SEND and/or medical needs	Audit of CPD needed.	Class Teachers LSA's SEND Leader	Ongoing	SEND Leader -List of areas staff feel they would like training for is compiled and training is sought.
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. Create a pupil profile for staff to refer to.	Class teachers LSAs SEND Leader	Ongoing	Lessons start on time and adjustment to accommodate the needs of individual pupils are in place. Staff have relevant knowledge of children in their class and can adjust needs according to the pupil profile
	Improved access both around and in/out of school	Pram and wheelchair access improved for people to move around the school Disabled toilet information displayed	Continue to work with health and safety officer and building project manager to ensure safe movement in/out and around school for all	Building project manager Health and safety officer Headteacher	January 2018 – April 2019 Phase 1 building works	Ramps, rails etc are installed and provide additional support needed
To ensure the school develops children's awareness of disability	Learning resources improved to show positive examples of people with disabilities in a positive light	Purchase books and resources to promote disability awareness	Provide written materials when needed in alternative formats Assemblies discuss	SEND Leader SLT	2018-20	Children have an improved and enhanced understanding what it means to have a disability and that it doesn't

			disabilities to enable awareness and celebrate successes within a range of areas – sport, authors, artists etc			stop you achieving your dreams
	Invite people with disabilities into school	Plan assembly visits	Children to become more aware of people with disabilities in a positive manner	All staff	2019- 20	Learn about the different things people have achieved
Improve the delivery of written information to pupils	Staff are welcoming and happy to invite parents and visitors into school	Improve communication available within the entrance of the school	<p>Create pamphlets which are available at the front desk to direct parents and visitors to local support networks</p> <p>Have a TV welcoming parents and visitors with LIVE twitter feed and interesting events displayed. Include BBC news feed.</p> <p>Have school prospectus and website available in different languages.</p> <p>School values visible to enable our school ethos to be apparent from entering the building</p> <p>Staff board to enable visitors to know faces and create links to support positive relationships</p>	SENCo Lead Practitioners	2019 -20	<p>Pamphlets on display</p> <p>TV up and working</p> <p>Prospectus translated.</p> <p>School values on display</p> <p>Staff board on display</p>

	IEPs and Reviews to be as accessible as possible.	Improve communication to parents and pupils with IEP and EHCP	Develop and produce clear and straightforward IEP format which is easy to access for both pupils and parents. Allow parents access to a drop in session each term with SEND Leader to clarify any issues or discuss any concerns	SEND Leader Class teachers	Sept 2019	Feedback from parents and pupils on the clarity of IEP's. indicate they are easy to understand and, consequently, user-friendly
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Access audit

Feature	Description	Actions to be taken	Person responsible	Completion date
Number of storeys	School has areas leading to KS2 classrooms with steps.	Annual maintenance checks to occur on steps. If needed – plan for classrooms to be changed in order to meet pupil needs.	Health and Safety officer Headteacher	Annually
Corridor access	All downstairs corridors are accessible for wheelchairs and wide enough for manoeuvring	Corridors to be tidy and free from obstructions	All school staff Health and Safety officer	July 2019 – due to phase 1 building work
Signage	Improved signage in and around school.	Door signs to inform pupils, new staff and visitors of the particular use for the room To be designed and positioned to inform those with visual impairment and wheelchair users.	SEND Leader Health and safety officer Headteacher	Sept 2019 and ongoing as rooms change use
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Health and safety officer Headteacher	On going
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	When doors are replaced they will be accessible for all.	Health and safety officer Headteacher	On going
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained. Ensure all new areas of school adhere to current standards	Health and safety officer Headteacher	On going

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy