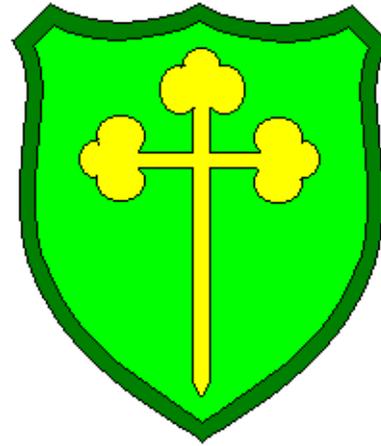


# **Gosbecks Primary School**



## **Accessibility Plan**

## **GOSBECKS PRIMARY SCHOOL ACCESIBILTY PLAN**

**The school recognises its duty under the DDA (Disability Discrimination Act):**

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

**The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. It endorses the key principles in the National Curriculum framework, which underpins the development of a more inclusive curriculum. At the heart of our planning we aim to:**

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

**Our Accessibility Plan is focussed on three key areas:**

- To improve access for all pupils to the curriculum
- To improve physical access
- To improve the delivery of written materials

**The action plan below outlines steps taken to meet these target areas.**

## IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation. Ensure key staff in place to support specific children	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors. SENCo to provide overview of strategies in school to support children.	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENCo	Continuous	All pupils are supported to achieve their full potential

## IMPROVING THE PHYSICAL ACCESS

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME
All areas	Signage clearly displayed around school Width of doors Introduce visibility panels to doors where required Improve classroom furniture layouts to increase access	Ensure signage is clear and well positioned Doors to be wide enough to accommodate wheelchair access. Classroom to include unrestricted access for all children.	Ongoing

## IMPROVING THE DELIVERY OF WRITTEN MATERIALS

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through providers for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Continuous	Delivery of information to disabled pupils and parents
Make available school brochures, school newsletters and other information for parents in alternative formats	Ensure all current school publications are provided in different formats for those that require it	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring	Get advice from VI on alternative formats and use	All school information available for all	As required	Delivery of school information to pupils &

accessibility for pupils with visual impairment	of IT software to produce customized materials.			parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	On-going training arrangements on range of issues such as functional use of language, managing SALT plans Other training as required	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils