



**Goring Church of England  
(Aided) Primary School**

**Faith, Love and Learning**

# **ACCESSIBILITY PLAN**

## **2017-20**

# Accessibility plan

## Section 1: Vision statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. We understand that a person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The Department for Education summarises the duty as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that 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 and the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- Improve and make reasonable adjustments to 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 time frame

5. The Action Plan for physical accessibility relates to the school's Basic Access Audit, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

7. The Accessibility Plan will be published on the school's website.

8. The School's complaints procedure covers the Accessibility Plan.

9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We are committed to maintaining an on-going awareness in the matter of disability and equality and to delivering training for staff and governors in order to promote positive attitudes.

## **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 the delivery of written information to pupils

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Teaching is appropriately differentiated to meet the needs of the majority of pupils with disability.</p> <p>All children are encouraged to take part in a wide range of activities – music, drama and physical or alternative access is provided</p> <p>Staff are fully committed to including children with disabilities in the curriculum</p> <p>Pupils are encouraged to be disability aware and supportive of peers with disabilities</p>	<p>Development of Gaps analysis skills for staff to ensure all children's learning is targeted.</p> <p>Increased positive attitude of staff and children to those with a disability</p>	<p>CPD training in Gaps Analysis.</p> <p>Disability awareness training for staff and pupils</p>	<p>Assistant Head</p> <p>Identified provider</p>	<p>October 2017</p> <p>November 2017</p>	<p>All children's curriculum/learning needs are addressed appropriately to enable them to participate fully in school life</p> <p>Positive feedback from staff and pupils after disability awareness training shows that the school has built on its inclusive ethos</p>
<p>Improve the delivery of written information to stakeholders</p>	<p>Visual prompts are used throughout the school to support the understanding of written information</p> <p>Clicker 7 program supports the literacy development of those children with learning disabilities</p>	<p>All stakeholders to receive information in an appropriate format</p>	<p>To regularly consult stakeholders in respect to their needs for alternative forms of written communication.</p> <p>To investigate and purchase other format programs eg Communicate in print</p>	<p>Office staff</p> <p>Inclusion Leader</p>	<p>Annual basis</p> <p>March 2018</p>	<p>Written information is presented in the required format to enable all stakeholders to access it equally</p>

Improve and maintain access to the physical environment	New building provides disability access on ground level.	To improve access in and around the school	Instigate a programme of step renovation and installation of ramps as appropriate	SBM	2017-20	Access in and around the school is improved
	All corridors have an unobstructed width of 1.2m or above.		Install a hand rail for the two steps from hall to y2 &3 area	SBM	December 2017	
	A wheelchair access toilet is available  Internal stairs have contrast colour edging		Remove Year 1 Starling step and replace with a concrete ramp	Premises officer	March 2018	

Approved by: Head teacher and Governor

Date: Autumn 2017

Next review date: Autumn 2018