

GREENS NORTON C OF E PRIMARY SCHOOL – ACCESSIBILITY POLICY & PLAN

Approved by	Date	Due for Review
Mr Richard Owen (Chair of Governors)	January 2019	January 2022
Mrs Sue Marsh (Head Teacher)		

INTRODUCTION

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Greens Norton Primary School is 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.

The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

Greens Norton Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

The above supports the school’s vision statement:

At Greens Norton Primary School we aim to educate, inspire and nurture every child, staff member, parent and governor in a loving and inclusive Christian environment, so we have the confidence and skills to excel in our achievements and flourish as fair and kind children of God.

Be fair, be kind and trust in God.

Micah 6:8

The Local Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.



- improving the delivery of written information relating to the school and school events so that account is taken of pupils' and parents/carers' disabilities.

CURRENT POSITION

Current Physical Environment Provision

The school building is single storey and there is a disabled toilet/wet room.

The Current Range of Disabilities within Greens Norton Primary School

- The school has children with a range of disabilities to include moderate and specific learning disabilities.
- We have a small number of pupils and parents who have a visual impairment.
- The school is aware of the parents / carers who need to have use of the disabled space in the car park.
- We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms.
- For all children that have medical needs a health care plan is agreed with their parents or carers.
- Some children have allergies or food intolerances/cultural food choices. Details are kept in the class registers and the office.
- We have competent First Aiders who hold current First Aid certificates; at least two members of staff are trained in Paediatric First Aid.
- All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Greens Norton Primary School Accessibility Plan 2019-2022
(Please also read the Inclusion and SEND Policy)

Targets	Strategies	Outcome	Timeframe
Equality and Inclusion			
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings	Adherence to legislation	Annually
Make sure that policies consider the implications of equality and disability access.	HT and sub-committees to consider when reviewing policies.	Policies are written to ensure equality of opportunity and due regard for current legislation	On-going
Improve staff awareness of disability and equality issues.	Review training needs and organise or provide training as appropriate. (SENCo)	All staff are aware of disability and equality issues and act accordingly.	On-going (or more often if required)
Physical environment			
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all.	Audit of accessibility of school buildings and grounds by Governors (Estates and Facilities committee) Suggest actions to be implemented as budget allows	Access to all areas will be improved.	On-going
Signage around school is reviewed regularly to make sure it able to be read by all (written in different languages or braille as appropriate).	-New members of school community to be asked about any needs. -Signs and information posters put up around the school when needed. (Estates and Facilities committee)	All visitors/members of the school community are able to access information on signs.	Annually
Curriculum			
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCo to review the needs of children and provide training for staff as required Class teachers to self-evaluate against criteria for SEND-friendly classrooms	Staff ensure all children have access to the curriculum	On-going

Targets	Strategies (including who)	Outcome	Timeframe
To ensure all children are able to access educational visits and trips out of school, including locally	Ensure venues are vetted for appropriateness (Teachers and EVC) and choices of venues made taking account of pupils' needs	All children participate in educational visits and take part in a range of activities.	On-going
To provide specialist equipment to promote participation in learning by all pupils	-Assess the needs of the children in each class and provide equipment as needed. E.g. special pencil grips, headphones, writing slopes etc. -Take advice from external agencies (SENCo and teachers)	Children will develop independent learning skills.	As required
To meet the needs of individuals during statutory end of key stage tests	Children will be assessed in accordance with regular classroom practice, additional time, rest breaks, use of equipment etc. will be applied for as required following the STA (Standards and Testing Agency) guidelines.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually
Written Information			
To ensure that all parents and other members of the school community can access information.	-Office staff will support and help parents to access information and complete school forms. -Provide information in enlarged print or a different format if required. (office staff) - Provide hard copies of newsletters and other communication for parents/carers unable to access Parent mail (office staff) - be aware of parents whose native language is not English and cannot read the English language. Make arrangements for translations where required. The school website to have language option. (Headteacher)	Written information will be provided in alternative formats as necessary.	On-going
To ensure that all parents who are unable to attend school, because of a disability, can access parents' evening.	Staff hold phone consultations or send home written information. (Class teachers and SENCo)	Parents are informed of children's progress.	Termly

