



## Graiseley Primary School ACCESSIBILITY PLAN 2016 - 2019

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. 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. Graiseley Primary School plans, over time, to ensure 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:
  - 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.
  
  - 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; (If a school fails to do this they are in breach of the Disability Discrimination Act. 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 the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  
  - 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 Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first 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.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

8. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs

9.. The Plan will be monitored through the Resources and the Premises Committees of the Governors.

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

11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Graiseley Primary School Accessibility Plan 2016-19  
(September, 2017 Review)

Approved \_\_\_\_\_  
Date \_\_\_\_\_ 6

## **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. We collect information on disability as part of our Induction with HSCLO ( Home School Officer) of parents' information for **Admission** to our school.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment providing ramps for access.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **Access Audit**

The school is a two storey building with wide corridors and several access points from outside. Teaching / pupil areas are all on the ground floor which wide door access to all rooms. The halls are on the ground floor and are accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the main building outside Hall, one outside the old Hall. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. Current needs are met through discussion with Penn Hall Outreach team.

The Governors and Senior Leadership Team will work closely with the Local Authority and other agencies to ensure we are meeting the needs of all users and employees.

## **Planning duty 1: Curriculum**

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
<b>Short term</b>	New Staff members do not know whether the curriculum is accessible	Existing staff offer support and training	Headteacher/ teachers/SENCO	On-going	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2017
	New Staff members do not have the skills to support pupils with SEND	INSET provided to staff members	Headteacher/ External advisors/SENCO	On going	Staff members have the skills to support children with SEND	Autumn 2016
<b>Medium term</b>	To promote the involvement of disabled students in classroom discussions/activities  To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <input type="checkbox"/> Wheelchair access <input type="checkbox"/> Screen magnifier software for the visually impaired <input type="checkbox"/> Features such as sticky keys and filter keys to aid disabled users in using a keyboard <input type="checkbox"/> Elklan training for relevant staff <input type="checkbox"/> Giving alternatives to enable disabled pupils to participate successfully in lessons <input type="checkbox"/> Creating positive images of disability within the school so that pupils grow into adults	Teachers/SENCO / whole school approach	On going	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Summer 2017

		who have some understanding of the needs of disabled people.				
<b>Long term</b>	To ensure full access to the curriculum for all children	<p>Staff CPD and outreach from SEN schools</p> <p>A differentiated curriculum with alternatives offered.</p> <ul style="list-style-type: none"> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>	Teachers /SENCO	On going	<p>Pupils with SEND can access lessons</p> <p>Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.</p>	Spring 2017

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## Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Continue to keep all access routes clear and in good condition	Audit of physical environment	Building surveyors	Autumn 2016	School is aware of accessibility gaps to its physical environment, and will make a plan to address them	Summer 2017
<b>Medium term</b>	Key stage 1 Fire exit and old hall fire exit has a step	Small ramp needed	School business manager	Autumn 2016	Fire exits fully accessible	Autumn 2017
	Toilets are not accessible	Handrails installed	School business manager	Summer 2017	Access to toilets is increased	Autumn 2017
<b>Long term</b>	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week  Bikeability for Year 6 children	PSHE coord/ site managers/ Safeguarding and Premises Governors	ongoing	No accidents	Autumn 2017

### Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/CT manager	Autumn 2016	School is aware of accessibility gaps to its information delivery procedures	Autumn 2017
	School does not know how to make written information accessible	School seeks advice from external advisors	SENCO	Summer 2016	School is aware of local services for converting written information into alternative formats	Autumn 2017
Medium term	To review children's records ensuring school's awareness of any disabilities and continue existing good practice	Information collected about new children. -Records passed up to each class teacher - End of year class teacher meetings -Annual reviews - IEP meetings - Medical forms updated annually for all children <input type="checkbox"/> -Personal health plans -Significant health problems –children's photos displayed on staffroom notice board / info	SENCO/S LT	Spring 2016	Each teacher/staff member aware of disabilities of children in their classes	Spring 2017
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager Web developer	Summer 2016	Website is fully accessible	Autumn 2017

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