

Accessibility Plan



'We can and we will'

GLEBE PRIMARY SCHOOL

Accessibility Plan

Mission Statement:

At Glebe School, we believe in an ethos that values the whole child.

We strive to enable all children to achieve their full potential academically, socially and emotionally.

Aims

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.

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

Glebe Primary 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.

The plan will be made available online on the school website and paper copies are available upon request.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10> and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> '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, but not limited to, 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.

Documents and Policies

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

- Curriculum Policy
- Equality Objectives
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- School Brochure/ Prospectus and Vision Statement

The Schools Complaints procedure covers the Accessibility Plan.

Section 2: Aims and objectives

Accessibility Plan Code

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

Accessibility Plan

Action plan

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

| Objectives | Accessibility Planning Code (C, E, I) | Actions Taken | | Person Responsible | Date to Complete Actions by | Success Criteria |
|--|--|---|---|--|--|---|
| <p>To improve the progress and participation for pupils with sensory and or physical difficulties</p> | <p>C, I, E</p> | <p>Pupil profiles</p> <p>Buy online access to widget</p> <p>Widget training on going for all staff</p> <p>Develop fine motor and gross motor groups across school as necessary</p> <p>To monitor and review access and acoustics to classrooms, both upstairs and downstairs.</p> | <p>SENCo/ToD with class teacher to develop pupil profile</p> <p>SENCo/ToD to deliver ongoing Widget training</p> <p>SENCO to establish and develop gross motor group.</p> <p>Fine motor groups in KS1 and KS2.</p> <p>Site manager to assess school grounds.</p> <p>ToD to assess acoustics- acoustic</p> | <p>SENCo (Special Needs Coordinator) /ToD (Teacher of the Deaf)</p> <p>SENCo/ToD</p> <p>SENCo/ToD</p> <p>Site Manager/SENCo/ToD</p> | <p>Annually in Sept</p> <p>Ongoing</p> <p>Termly.</p> <p>Sept 2020</p> | <p>Pupil profile</p> <p>Widget being used in books and classroom displays</p> <p>Provision map and observations</p> <p>For children to access all parts of the building and to access learning.</p> |

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| | | | toolkit (NCDS) | | | |
| To offer specialist provision for SEND children in an inclusive environment | C, I, E | To continue to include all children with SEND into mainstream lessons and activities. | <p>Appropriate timetabled support to ensure full access to the curriculum.</p> <p>ASD friendly environment around the whole school</p> <p>Inclusive activities and school trips</p> <p>Access support from outside agencies where appropriate.</p> | All school staff | Ongoing | All children with SEND are included in mainstream lessons and activities. |
| To ensure smooth transition of all pupils with SEND | C, I | <p>Additional visits by the family to the school as appropriate.</p> <p>Home visits/visit setting.</p> <p>Transition days as appropriate eg Fun Day for Reception age children.</p> <p>Transition booklets when children move between year groups.</p> | <p>Liaison between the family and SENCo/ToD</p> <p>Liaison between the family and SENCo/ToD/teachers</p> <p>SENCo/ToD to organize and send to parents</p> | <p>SENCo/ToD</p> <p>SENCo/ToD</p> <p>SENCo/ToD/Teachers</p> <p>SENCo/ToD</p> | Ongoing | <p>All children to have a smooth transition when starting school.</p> <p>All children to have a smooth transition between year groups.</p> <p>All children to have a smooth transition to secondary school.</p> |

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| | | <p>Opportunity to meet the teacher and extra visits to see their teacher.</p> <p>Team around the Child meetings.</p> <p>Meet with secondary schools and organize additional visits if appropriate.</p> | <p>Liaison between SENCo/ToD and teachers.</p> <p>Liaison between SENCo/ToD and families and outside agencies.</p> <p>Liaison between SENCo/ToD and secondary schools/families.</p> | <p>Teachers</p> <p>SENCo/ToD</p> <p>SENCo/ToD/Secondary schools</p> | | |
| <p>To improve the progress and participation / for pupils with cognition and learning difficulties.</p> | C, I | <p>Pupil profiles</p> <p>Buy online access to widget</p> <p>Widget training on going for all staff</p> <p>Develop fine motor and gross motor groups across school as necessary</p> <p>Staff training on</p> | <p>SENCo/ToD with class teacher to develop pupil profile</p> <p>SENCo/ToD to deliver ongoing widget training</p> <p>SENCO to establish and develop gross motor group.</p> <p>Fine motor groups in KS1 and KS2.</p> <p>SENCo/ToD to train</p> | <p>SENCo/ToD</p> <p>SENCo/ToD</p> <p>SENCo/ToD</p> <p>SENCo/ToD</p> | <p>Annually in Sept</p> <p>Ongoing</p> <p>Annually reviewed termly.</p> | <p>Improved progress and participation for pupils with cognition and learning difficulties.</p> <p>All staff attending training and evidence in lessons.</p> |

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| | | differentiation | staff | | Ongoing | |
| | | To follow the guidance and advice of outside agencies eg, EPS, OT and SALT. | SENCo to liaise with external agencies as appropriate. | SENCo/ToD | Ongoing | |
| To improve the attainment and participation of pupils with social, emotional and mental health difficulties. | C | Pupil Profiles | SENCo/ToD with class teacher to develop pupil profile | SENCo/ToD | Ongoing | Improved attainment and participation of children with SEMH (Social, Emotional & Mental Health). |
| | | Social Emotional and Mental Health support from Pastoral Lead | Training from Pastoral Lead/SENCo/ToD to staff | Pastoral Lead/SENCo/ToD | | |
| | | Access to external support eg from Educational Psychology Service, CAMHS (Child, Adolescent Mental Health Services) Wellbeing Practitioner and Dramatherapy | Liaison between SENCo/ToD with agencies | SENCo/ToD | | |

Accessibility Plan

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 the 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

Written: June 2020

To be reviewed: June 2023

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |

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|-------------------------|--|--|--|--|
| Internal signage | | | | |
| Emergency escape routes | | | | |