



‘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

Action plan

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

| Objectives | Strategies | Time Scale | Success Criteria |
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| Accessibility of the school grounds | <ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the gate into the school. • The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building. • There is a lift to access KS2 and the SRP unit for any mobility issues. • If a child has mobility issues, we will consider where their classroom is each year. If needed the children may use walking frame or Heathfield Chairs. • All children to walk to in single file on the left side of the corridor to ensure there is space for walking frames to go passed. | Ongoing | There is a place for disabled members of staff and visitors to park throughout the school day. People with mobility issues are able to move around school |
| Whole school evacuation | <ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have Personal Emergency Evacuation Plans if needed | Annually & as required | All physically disabled persons can be safely evacuated. |

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| All school visits and trips need to be accessible to all pupils | <ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND • Ensure staff ratios are adequate to meet the needs of the students | On-going | All pupils are able to access all school trips and take part in a range of activities |
| Ensure disabled children can take part equally in whole school events, lunchtime and after school activities | <ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children • Discuss with staff who run out of school clubs and people running other clubs after school. Support would need to be available – especially after school • Ensure there is a way of getting children with mobility issues/ wheelchairs to the playground or hall, where sports clubs usually take place. | As required | Disabled children feel able to participate equally in out of school activities. |
| Review PE curriculum to ensure PE is accessible to all pupils | <ul style="list-style-type: none"> • Ensure curriculum is differentiated to meet children's needs. • Provide PE interventions/ pre-teaching for children with physical difficulties | Ongoing | Children participate in lessons and feel confident to do so. |
| To offer specialist provision for SEND children in an inclusive environment | <ul style="list-style-type: none"> • Carefully monitor and support class teachers to ensure that the curriculum is differentiated appropriately for deaf children • Deaf Awareness talks delivered by deaf pupils to their peers and by Qualified Teacher of the Deaf to staff • Children are educated in their mainstream classrooms for the vast majority of their school day, children are currently withdrawn only for specific intervention • Any core subject teaching delivered by the Qualified Teacher of the Deaf is done so through reverse integration • Deaf children have access to the full curriculum and activities on offer to all mainstream pupils | Ongoing | All children with SEND are included in mainstream lessons and activities. |
| Toileting | <ul style="list-style-type: none"> • Pupils are supported with toilet training as necessary. Changing mats and specific toilets are provided to support. • Parents and staff work together to plan appropriate toilet training schedule. • Toilet frame used for pupils who are unable to lift themselves off the toilet | Ongoing | All pupils are toilet trained and independent with personal hygiene. |
| To ensure smooth | <ul style="list-style-type: none"> • Additional visits by the family to the school as appropriate. • Home visits/visit setting. | Ongoing | All children to |

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| transition of all pupils with SEND | <ul style="list-style-type: none"> • Transition days as appropriate eg Fun Day for Reception age children. • Transition booklets when children move between year groups. • Opportunity to meet the teacher and extra visits to see their teacher. • Team around the Child meetings. • Meet with secondary schools and organize additional visits if appropriate • Liaison between the family and SENCo/ToD • Liaison between the family and SENCo/ToD/teachers • SENCo/ToD to organize and send to parents • Liaison between SENCo/ToD and teachers. • Liaison between SENCo/ToD and families and outside agencies. • Liaison between SENCo/ToD and secondary schools/families. | | <p>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> |
| To improve the progress and participation / for pupils with cognition and learning difficulties. | <ul style="list-style-type: none"> • For dyslexic pupils teachers to use gel over lays, coloured paper & books- the correct colour for the child. All test papers to be photocopied onto this colour • Embed pre-key stage document to ensure a fully differentiated curriculum and sharing this with parents. • Ensure all staff are using widget and clicker 8 • New staff members are trained in widget and clicker 8 • For downs children ensure that the guided reading programme is being followed • For Fine & Gross motorskills: <ul style="list-style-type: none"> ○ Train staff on squiggle whilst you wiggle ○ Use squiggle whilst you wiggle for children with handwriting issues ○ Train staff on up to date dough gym to follow on from squiggle whilst you wiggle. ○ Children to use writing aids where appropriate- pencil grips, writing frames, clicker 8, talking tins, handwriting paper. • Follow advice from outside agencies. | Ongoing | <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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| <p>To improve the attainment and participation of pupils with social, emotional and mental health difficulties.</p> | <ul style="list-style-type: none"> • Embed zones of regulation across the school • Train new staff on the language of zones • Introduce Write for 5 as a transition from the playground to the classroom • Train Mental Health First aiders and roll out across the school. • Train staff on trauma informed practice. • If have behavioral difficulties, when needed refer to Behaviour Support and follow advice from them. • Further develop links with Young Carers' Trust. • Use Give Space for vulnerable people • Continue Lunch time club for those who find lunchtimes tricky. • Continue links with Drama Therapists • Continue to use the cloud as a time out/ reward/ decompression space • Use social stories and social skills games • Use intervention rooms as quieter space if needed • Ensure for tests the needs of the child are met: ie 1:1 support or in a small group, in a quieter space, using a prompter etc • For those who need it, using a soft finish to decompress & start to transition from one space to another. | <p>Ongoing</p> | <p>Improved attainment and participation of children with SEMH (Social, Emotional & Mental Health).</p> |
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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.

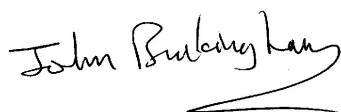
5. Links with other policies

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 2023

To be reviewed: June 2026

A handwritten signature in black ink, appearing to read 'John Bullock', with a long horizontal flourish extending to the right.

Chair of Governors

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 | | | | |