

# Gorsewood Primary School

## School Accessibility Plan



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# Schools Accessibility Plan

## 1. 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.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 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.

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

The school supports any available partnerships to develop and implement the plan.

## 3. School Access Policy Statement

The following policy statement demonstrates the school's commitment to providing inclusive educational and non-educational services in a non-discriminatory manner:

*"This school recognises that many of its pupils, visitors and staff, whether disabled, or otherwise, have individual needs when using the school and its facilities. However, we also recognise that for some pupils, the nature of their disabilities and or special educational needs may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that pupils with disabilities or with special educational needs are given access to the same standards of education as all other pupils."*

In the light of this the school will:

- ✓ Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled pupils. Such communications will address the legal obligation of staff, and the school.
- ✓ Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled pupils and the effective implementation and monitoring of it.
- ✓ Address acts of disability discrimination via the existing conduct codes, where appropriate.
- ✓ Encourage suppliers and contractors, to be sensitive to the needs of all members of the school community;

In order to ensure that the educational services the school provides effectively meet the needs of pupils with disabilities and with special educational needs the school will:

- ✓ Consult with disabled and special educational needs pupils, parents, staff, specialist teachers and appropriate local and voluntary organisations e.g. R.N.I.B
- ✓ Assess the current accessibility and identify any barriers to inclusion by reviewing the physical environment, the provision of auxiliary aids and services, teaching and learning strategies, the curriculum, staff training, the culture and ethos of the school and the provision of written information.
- ✓ Plan to make access improvements to enable people with disabilities to use its services. Furthermore, the school will effectively communicate their availability to pupils and staff.
- ✓ Regularly review whether its education (and other) services are both accessible and effective and take appropriate action.
- ✓ Monitor the implementation and effectiveness of this policy on a regular basis.
- ✓ Operate an accessible complaints procedure whereby people with disabilities can make improvement suggestions and request assistance.

#### **4. Action Planning**

To reduce the barriers identified the school will:

- ✓ Discuss collecting good practice on curriculum differentiation with the Link Adviser and other members of the School Improvement Team e.g. Advisory Teachers and Consultants;
- ✓ Carry out an access audit to identify potential barriers to access in all areas of the school life and recommend appropriate improvements (see attached Annex);
- ✓ Aim to provide appropriate training for staff and governors;
- ✓ Review and improve the school's arrangements for accessible information;
- ✓ Use the routine refurbishment, maintenance and equipment budgets to improve the physical environment of the school;
- ✓ Always consider accessibility when carrying out any improvements.

The school is legally required to publish progress on its plan in the Annual Report to Parents and make it available in alternative formats if necessary.

The plan will be reviewed at least once per year and made will be made available online on the school website, and paper copies are available upon request.

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

We have included a range of stakeholders in the development of this accessibility plan.



## Accessibility Plan 2022 – 2025

Objective	Action	Staff	Time	Resource	Impact on Pupils	Monitoring/ Evaluation
<p><b>Curriculum Access</b></p> <p>To continue to ensure that all pupils whatever their needs are able to access the curriculum</p>	<p>Quality first teaching (see appendix 1)</p> <p>Mastery curriculum</p> <p>Needs identified</p> <p>Effective deployment of support staff</p> <p>Clear expectations</p> <p>Consistency of resources and displays</p> <p>Intervention as required</p> <p>Support plans/partner agencies advice</p> <p>Development of outdoor garden area</p> <p>Quiet areas to ensure pupils can work without distractions.</p> <p>Designated areas to support the SEMH development of pupils.</p> <p>Completion of reasonable adjustments checklist by class teachers</p>	<p>SLT</p> <p>Class Staff</p> <p>Pastoral Team</p>	<p>Ongoing</p>	<p>Assessment and monitoring time</p> <p>Creation of new work areas to support pupil wellbeing and SEMH.</p>	<p>All pupils able to access the curriculum and make expected and more than expected progress</p>	
<p><b>Physical Access</b></p> <p>Further development of the track around the field to include exercise station with equipment that is accessible for all needs</p> <p>To replace temporary metal ramp in Infant playground leading into front of school with a long term ramp</p>	<p>Areas from the track to have exercise equipment that is wheelchair friendly. Parts along the track to complete tasks with signage to include words/symbols in order that those with vision impairment can be included</p> <p>HBC property services to source quotes and advice. Work to be completed during holidays following governors approval</p>	<p>All Staff</p> <p>AA</p> <p>EJ</p> <p>AA</p>	<p>Summer 2023</p> <p>TBC</p> <p>Summer 2025</p>	<p>Outdoor exercise equipment</p>	<p>All pupils can access track and exercise equipment and activities to maintain fitness and healthy wellbeing</p> <p>Long term solution allowing all pupils independent access to the building</p>	
<p><b>Information Access</b></p> <p>School to ensure information is shared in formats that ensure all can access it</p>	<p>Consider paper, colour and size and type of font.</p> <p>Dual language, e.g. Google speak, use of interpreter, email, Google drive, Marvellous Me and newsletter</p> <p>Website to include statutory documents and useful links, forums, updates and SEND information. To check languages available on website match</p>	<p>Staff</p> <p>EJ</p> <p>SJ</p> <p>AA</p> <p>CWST</p>	<p>Ongoing</p>	<p>School website and MM licence</p> <p>Paper, ink cartridges, chrome books/laptops</p>	<p>Parents and children are informed of activities and support available</p> <p>Positive impact on pupil progress</p>	

	languages spoken by families in school.					
	EAL action plan to be developed to support increase in languages in school					



## Reasonable Adjustments Checklist (Appendix 1)

### Reasonable Adjustments in the Classroom: A Check List

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful within school to improve accessibility and remove barriers to learning.

<p><b>1. Pre-planning information</b></p> <ul style="list-style-type: none"> <li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li> <li>• Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class?</li> <li>• If you don't know how the disabled pupils' needs will/can be met seek advice from SENDCO, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.</li> </ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"> <li>• one to one peer support</li> <li>• collaborative teaming</li> <li>• group work</li> <li>• valuing difference of race, gender, ethnicity, disability or religion</li> </ul> <p>How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</p>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>- timing,</li> <li>- variation of activities,</li> <li>- types of activities [concrete/abstract],</li> <li>- reinforcement of key ideas,</li> <li>- extension work</li> <li>- recall of previous work,</li> <li>- links to future work,</li> <li>- clear instructions.</li> </ul> <ul style="list-style-type: none"> <li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li> <li>• Are you able to access specially adapted equipment for some students to enable them to participate fully?</li> <li>• If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li> </ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li> </ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc., are they accessible to all?</li> </ul>	

<ul style="list-style-type: none"> <li>• Appropriate use of augmented communication and ICT</li> </ul>	
<p><b>6. Self presentation</b></p> <ul style="list-style-type: none"> <li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children are understanding you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul>	
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• Does their use allow all children to be equally included in the class activities?</li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>	
<p><b>8. Classroom organisation</b></p> <ul style="list-style-type: none"> <li>• Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> <li>- mobility impairments e.g. circulation space, table height</li> <li>- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li> <li>- visually impaired e.g. maximise residual sight, if touch can reach</li> <li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>- pupils with short attention span/easily distracted, e.g.: sit on own</li> <li>- learning difficulties who need a lot of support, e.g.: next to peer supporter</li> <li>- short attention span, e.g.: distraction free zone</li> </ul> </li> <li>• What seating plans are you using and why?</li> <li>• Will seating plans make use of peer support and how?</li> </ul>	
<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>• Friendship groupings?</li> <li>• Mixed sex/same sex groupings?</li> <li>• Mixed ability/same ability groupings?</li> <li>• Specific pairs of pupils working together, e.g.: stronger reader/weaker reader?</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b></p> <p>Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>• the allocation of teacher and support staff time;</li> <li>• being listened to/paid attention to;</li> <li>• being respected;</li> <li>• achieving;</li> <li>• interacting with their peers.</li> </ul>	
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"> <li>• Do you have a scheme for assessing the achievements of all?</li> <li>• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation?</li> <li>• How will you involve pupils in assessing their progress?</li> </ul>	