Gawsworth Primary School

Accessibility Plan

DISTRIBUTION	This is a School-wide policy and applies to all staff within the School.		
DOCUMENT ID	Accessibility Plan		
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RATIFIED BY THE LOCAL GOVERNING BODY		10th October 2023	
POLICY REVIEW CYCLE		3 YEARS	
POLICY REQUIREMENT		STATUTORY	

The Fallibroome Trust (Company number: 07346144). A company incorporated as private limited by guarantee.
Registered Office situated in England and Wales

INTRODUCTION

Under the Equality Act 2010 Schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "Schools cannot unlawfully discriminate against pupils because 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for Schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Gawsworth 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. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Gawsworth has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that their School is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our School's last access audit and should be read in conjunction with the Access Audit. The school's special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively to the full benefit of the pupil's development. Under SEND all Schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3-year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school.
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school 's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the school to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; School staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND.
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

SENSORY AND PHYSICAL NEEDS

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

REASONABLE ADJUSTMENTS

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms

- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the School / Academy

ACCESSIBILITY PLAN FOR GAWSWORTH PRIMARY SCHOOL

2023-2026

Targets	Strategies	Outcome	Timeframe
Equality and Inclusion: Accessibility Plan and Equality Statement becomes an annual agenda item at Local Governing Board meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually
Equality and Inclusion: Training to raise awareness of equality and disability issues.	The headteacher, with support from the Special Education Needs Co-Ordinator, to identify training needs through use of information gained during performance management meetings; monitoring of provision of special educational needs; and in	Whole school community aware of issues relating to access.	Ongoing. Reviewed annually.

	response to the School Development Plan.		
Equality and Inclusion: Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Discuss perception of issues with staff/governors to determine the current status of school. Review policies with staff and governors.	Policies reflect adherence to current legislation.	Annually
Physical Development: Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds. Governors Finance and Premises Committee to check accessibility and where necessary produce an Action Plan based on the findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Annually
Teaching and Learning: Continue training for teachers and support staff on different aspects of SEN including personalisation when required. Interventions are targeted at pupil groups and reviewed every six weeks.	Review the needs of children with specific issues, provide relevant training. Review support for pupil premium children and vulnerable groups.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	Ongoing. Six-week review.
Teaching and Learning: All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance and legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing Termly review.
Teaching and Learning: Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes, for example Sound Field Systems, Alpha Smarts etc…	Teaching and learning will accommodate the needs of individual pupils.	Ongoing. Reviewed annually.
Teaching and Learning: Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Ongoing.

Written/Other Information: Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing review of documents.
Written/Other Information: To continue improving communication for any hearing-impaired member of the school community.	Minimise background noise, use visual aids as much as possible. Use assistive listening devices such as induction loops where necessary.	Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.	Ongoing