



*Growing together, hand in hand*

# **Accessibility Plan**

**September 2024 to September 2027**

Frequency of Review: Annually  
Post-holder responsible for Review: Mrs Porter (Inclusion Lead)  
Updated September 2024

## Introduction

Under the Equality Act 2010, all schools are required to have an accessibility plan in place. Our three year plan sets out to demonstrate how we intend to effectively meet the needs of all learners by:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of the school to allow disabled pupils to access all aspects of the education we provide
- improving the availability of accessible information to disabled pupils.

## Aims

Our school is committed to ensuring that all of our pupils are treated fairly and with respect. Our school vision is '**Growing together, hand in hand**' and this underpins our aims of establishing a whole school culture of collaboration, nurture and respect for all. This involves providing opportunities for all pupils without discrimination of any kind.

Our accessibility plan will outline how we can work collaboratively in order to promote disability equality for all disabled pupils, staff, parents/carers and visitors.

We are committed to ensuring that our staff are trained in equality issues and are updated with the latest guidance on the Equality Act 2010 and The Code of Practice for Special Education Needs and Disability (2014). We also welcome the opportunity to work with outside agencies in order to develop and implement this three-year plan.

## Legislation and guidance

This document complies with the requirements set out in schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality act (May 2014).

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 their ability to undertake normal day to day activities. Under the Special Education Needs and Disability (SEND) Code of Practice, 'long-term' is defined as a year or more, whilst 'substantial' is defined as more than minor or trivial. These definitions include sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy or cancer.

Schools are required to undertake 'reasonable adjustments' for pupils with disabilities in order to ensure that disabled pupils do not face substantial disadvantages compared to their non-disabled peers. This may include, for example, the use of an auxiliary aid or adjustments to premises.

### **The Disability Equality Duty**

When carrying out our core functions, our school has a duty to have due regard for the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate unlawful discrimination in line with the Disability Discrimination Act;
- eliminate harassment for disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled peoples' needs, even if this requires more favourable treatment.

## Planning

Our Accessibility Plan outlines the key priorities and changes required, within and around school, so that we fulfil our legal requirements and remove barriers to inclusion for all pupils and staff with disabilities. This plan is updated every three years.

## Current Good Practice

Upon entry to school, we gather information about pupils, to identify how we may best support them as they begin their education with us and beyond. We take external advice on the correct support needed for children/families with disabilities and work with experts to ensure they have everything necessary to fully include them in the life of the school.

This plan ensures that:

- ✓ The school draws on the expertise of external agencies to provide specialist advice and support.
- ✓ The SENDCo has an overview of the needs of disabled pupils.
- ✓ There are high expectations for all learners.
- ✓ There is appropriate deployment and training of learning support staff.
- ✓ Successful practice is shared within the school.
- ✓ Disabled pupils have access to extra-curricular activities.

Gorsemoor Primary is committed to providing a fully 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.

There are currently no areas of school that pupils, or their families, with a physical disability cannot access.

## This Accessibility Plan

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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 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.

Attached are Action Plans, relating to the key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis and new plans will be drawn up every three years.

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

- Equality Policy Statement
- Health & Safety Policy
- Special Education Needs and Disabilities Policy
- Behaviour Policy
- School Improvement Plan
- Complaints, Compliments and Comments Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. 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.

The school will work in partnership with the local education authority in developing and implementing this plan.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Gorsemoor Primary School, including the Early Years Foundation Stage.

### Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p><b>The needs of disabled children are met.</b></p> <p><b>CPD for all staff on the needs of pupils with disability in particular new staff.</b></p>	<p>Create access plans for individual children as part of the EHCP process.</p> <p>For pupils with additional needs ensure one-page profile information sheet is available and shared with all staff to ensure continuity of care for the children</p> <p>During summer term comprehensive transition meetings to be held for pupils with SEND to ensure all relevant information is shared.</p> <p>Ensure transition meetings are held with previous settings for new pupils with SEND.</p>	<p>As required</p> <p>One-page profile for children with specific needs as required</p> <p>Ongoing</p>	<p>Inclusion Lead /Class teachers</p> <p>Inclusion Lead/Class Teachers</p> <p>Inclusion Lead /Class teachers</p>	<p>EHCP for pupils are shared with all staff, All staff are aware of all pupils' needs.</p> <p>One-page profile in place for all SEND children All staff &amp; governors are confident that their needs are met.</p> <p>Smooth transition of pupils new to Gorsemoor and to new year groups.</p> <p>Needs of new pupils are identified, information gathered and shared with all staff.</p>
<p><b>Ensure all pupils, staff, parents/carers have access to all areas of the school building including Early Years.</b></p>	<p>Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure that nothing is preventing wheelchair access</p>	<p>Regular check to ensure the area is clear of obstructions</p> <p>Seating in place</p>	<p>Site Supervisor / Health &amp; Safety /Inclusion Lead</p>	<p>Disabled parents / carers /visitors feel welcome.</p>
<p><b>Maintain safe access for visually impaired people</b></p>	<p>Check exterior lighting is working on a regular basis</p>	<p>Ongoing checks</p>	<p>Site Supervisor / Health &amp; Safety</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Child knows where equipment ends</p>

<p><b>Ensure emergency evacuation procedures take account of all needs of pupils and adults with disabilities</b></p>	<p>Ensure that pupils with additional needs are identified and their needs reviewed</p> <p>Ensure all staff are aware of the pupils needs through one page; profiles and appropriate planning including places of safety are identified.</p> <p>Ensure staff responsibilities are established for identified pupils</p>	<p>Ongoing and reviewed to ensure pupils needs are met</p>	<p>Inclusion Lead/Headteacher/H&amp;S manager</p>	<p>Identified pupils are safe and have a clear procedure in place to meet their needs in case of an emergency requiring evacuation.</p> <p>Identified staff are able to assist in an efficient evacuation procedure.</p>
<p><b>Provide hearing loops/sound systems in classrooms to support pupils with a hearing impairment</b></p>	<p>Take advice from Staffordshire LEA on appropriate equipment if this becomes necessary</p>	<p>As required</p>	<p>Inclusion Lead/Class Teachers Headteacher</p>	<p>All children have access to the curriculum</p>
<p><b>Ensure appropriate furniture and apparatus is available for pupils with disabilities.</b></p>	<p>Plan for the purchase of the necessary furniture and equipment to meet the needs of pupils with disabilities as they move to new year groups.</p>	<p>On going</p>	<p>Inclusion Lead/Headteacher/PE Lead/Class Teachers</p>	<p>Pupils with disabilities have the appropriate furniture and equipment available each September</p>
<p><b>Ensure storage in the disabled toilet is suitable</b></p>	<p>Purchase suitable storage unit to meet the increasing needs of specific pupils</p>	<p>Spring 2025</p>	<p>H&amp;S/Office Manager</p>	<p>Necessary supplies for individual pupils is stored discreetly and easily available</p>

**Access to the curriculum**

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Ensure all staff have the relevant training on a range of disability issues</b>	Identify staff training needs through self evaluation questionnaire yearly	Ongoing	Inclusion Lead / Headteacher	Raised confidence of all staff to meet the needs of all pupils with SEND
<b>Ensure all staff are aware of all SEND pupil's curriculum access</b>	One-page profile for SEND pupils when appropriate. Pupil's EHC P is shared with all staff Pupils with dyslexic tendencies have access to workbooks and worksheets on buff coloured paper and an overlay when reading	Review annually  As needed	Inclusion Lead	All staff are aware of individual's needs of all pupils with SEND and those with EHCP  All pupils needs are met
<b>Ensure work environments are available for identified pupils with ASC or SEMH needs</b>	Each classroom to have an individual table that pupils can access as and when they feel the need. The work space is kept uncluttered with only the necessary equipment for identified pupils.	Review annually	Inclusion Leas/class teachers	All pupils with ASC/SEMH have an appropriate space available. Pupils recognise when they need to work at the available work space and have equipment available to continue to access the Curriculum

<b>All school visits and trips need to be accessible to all pupils</b>	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Inclusion Lead/EVC/ class teacher	All pupils are able to access all school trips and take part in a range of activities
<b>Ensure PE is accessible to all pupils</b>	Review PE curriculum to include disability sports	Ongoing	Inclusion Lead & PE Lead	All pupils have access to PE T.A. will be there to support at all times where a pupil has a specific need
<b>Review assembly themes to include disability issues</b>	Include specific reference to disability equality in assemblies linking to famous people with a range of disabilities.	Ongoing	Inclusion Lead/Pupil Entitlement Lead/FMALO	Raise pupil awareness/ acceptance of the needs of people with disabilities
<b>Ensure disabled children can take part equally in and have access to after school clubs</b>	Staff running after school clubs ensure all pupils have equal access to all clubs.	As required	Inclusion Lead/ class teachers/ Pupil Entitlement Lead	Disabled children feel able to participate equally in after school activities.
<b>Further develop links with a special school</b>	Existing link with SEND schools in local area	Ongoing	Inclusion Lead	Increased opportunities available to the children and staff to visit a special school and work with pupils Increased awareness/acceptance of pupils with SEND by staff and pupils

**Access to information**

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Signage around school to be in relevant languages to meet the needs of pupils and parents/carers at Parkside</b>	Welcome sign in reception – need to decide which languages to use.	Regularly reviewed	Inclusion Lead/Co-Headteachers/AHT/Office Manager/Site Manager	ALL People feel they are welcome in school
<b>Information can be accessed by all parents and carers regardless of own ability.</b>	Ensure all staff are aware of the needs of parents/carers.  SEND page on school website updated termly. School information report available		Inclusion Lead/FMALO/Headteacher	Parents feel comfortable (and confident) to ask staff for information and have support with understanding any meetings that are taking place.