



Accessibility Plan

Effective from: December 2018
Review: Autumn 2021
MRS C STURMEY

Policy confirmed by the Governing Body of Grace Mary Primary School on:

Date: 12th January 2022

Signature: _____
(Chair of Governors)

Signature: _____

1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties. This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.
- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.
- This plan sets out the proposals of the Governing Body of the school to increase access to education.
- for disabled pupils in the three areas required by the planning duties in the DDA.
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached, (Appendix 1) is a RAG rated reviewed action plan from the previous policy and a new action plan (Appendix 2), showing how the school will address priorities identified in the plan. This updated plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2 Aims

At Grace Mary Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. The school provides all pupils with a broad and balanced curriculum, ensuring reasonable adjustments are made in order to meet the needs of individual pupils; and endorses the key principles in the National Curriculum (2014) that underpin the development of a more inclusive curriculum, including: -

- • Setting suitable learning challenges;
- • Responding to pupils' diverse learning needs; and
- • Overcoming potential barriers.

This is reflected in our school aims, which state:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- to nurture children towards positive self-worth, self-confidence as learners and to help each child mature socially and emotionally.
- to secure an inclusive learning environment and to support individual pupils with special educational needs
- For all our pupils to develop into successful learners and achieve their full-potential through high quality purposeful teaching.
- To work in genuine partnership with families and the wider community.
- To provide for every child an enjoyable curriculum in a high quality, stimulating environment.

We believe that children and adults should feel happy, safe and valued at Grace Mary Primary School. We encourage respect and care towards each other and the environment. All staff are responsible for all children with disabilities and are made aware of their specific needs even if they are not teaching them directly to ensure their safety.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

This plan considers the following three areas as identified in the introduction:

- ❖ Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- ❖ Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- ❖ Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, PECS, audio tape, large print and the provision of information orally.

3. 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 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](#), ‘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.

The school supports any available partnerships to develop and implement the plan and pays due regard to government legislation and Ealing borough directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3, which links in to the Special Educational Needs (SEN) Code of Practice (2014) and incorporates aspects of Grace Mary Primary’s ‘School Development Plan’. In addition, it takes into account previous legislation, such as the Disability Discrimination Act (1995) and the SEN and Disability Act (SENDA) (2001).

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, these consist of:

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To ensure professional competence regarding disability through internal and external training and through recruitment; and
- To supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Education and Health Care Plans (EHCPs) or from other sources.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCos manage the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school Wellbeing Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- CCAT Team
- Inclusion Support (advisory teacher for learning, SEMH advisory teacher and Educational Psychologist)
- Counsellors
- CAMHS

4. Links with other Policies

This accessibility plan is linked to the following policies and documents:

Health and safety Policy
Staff Code of Conduct Policy
Recruitment and Selection Policy
Teaching & learning Policy
SEND information Report
Safeguarding and Child Protection

5. Monitoring and Evaluation Arrangements

This document is reviewed every three years, but may be reviewed and updated more frequently if necessary. It is approved by the school's Governing Body.

This plan is regularly reviewed and its effectiveness is measured through:

- Greater satisfaction of disabled pupils and their parents with the provision made for them;
 - Evidence of the greater involvement of disabled pupils in the full life of the school (e.g. participation in after school clubs, leisure, sporting and cultural activities and on school visits);
 - Pupil learning outcomes and achievements;
 - Lesson observations and staff confidence in teaching and supporting disabled pupils with a range of needs;
 - Audits carried out on the main curriculum areas; and
- The availability of information for pupils in a range of formats, including test access arrangements.

If you have any concerns relating to accessibility in school, speak to the Inclusion Manager in the first instance. If you continue to have concerns, follow the school's complaints procedure.

6. Accessibility at Grace Mary Primary School

We take advice on support needed for pupils with disabilities and work with experts to ensure pupils have the support necessary to fully include them in the life of the school. We ensure that the action plan below draws on the expertise of external agencies to provide specialist advice, support and training within the school. Furthermore, successful practice is shared within the school and accessibility provision is discussed at Sandwell SEND network meetings.

See Appendix 1 for an overview of current accessibility arrangements in place at Grace Mary Primary School in accordance with the three key areas.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education. Grace Mary Primary School takes account of the needs of pupils with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises. Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Grace Mary Primary School has accessibility facilities as outlined in the action plan to cater for the needs of all pupils, including the Focus Provision Hub such as accessible entrances, on-site disabled parking, disabled toilets, wide corridors, several access points and a lift available in both buildings.

Grace Mary Primary School is adapted to the needs of pupils as required. This includes:

- There is ramp leading from main pedestrian entrance to EYF/KS1 and main entrance with handrails and a ramp at the new extension in the EYFS by the top playground into the EYFS/KS1 classrooms
- Daily cleaning and maintenance checks of all areas on the school site, including outdoor play area, pedestrian and vehicle gates;
- Annual health and safety inspection on all outdoor and indoor wall mounted climbing frames and playground equipment. Immediate risks are fixed promptly and dangerous areas are cornered off to maintain pupil safety;
- Risk assessments in place for pupils with additional needs to consider and manage risks;
- There is a disabled parking bay within the staff car park and this space can be used by visitors and staff who require this access to meet their needs. Parents by authorisation from school only as it obstructs disabled taxi service.
- Stairs kept clear of any obstacles and are checked daily to ensure that they are dry;
- The emergency escape routes are checked each time a fire drill takes place to ensure the process is foolproof and safe.
- Each ground floor corridor has an emergency fire exit for safe evacuation from the main school and Early Years buildings.

- Wheelchair users have specific arrangements outlined in a Personal Emergency Evacuation Plan (PEEP);
- Extra assistance is provided to pupils, parents or visitors with disabilities during emergency evacuation and, where needed, outlined in a PEEP;
- There are two halls with kitchens that supply lunch. Both halls are used at meal times to ensure that pupils have easy access to eat;
- Lunchtime supervisors assist with meal times and ensure that all pupils have safe access to play;
- Lunchtime social skills clubs is offered to enable greater access to pupils who benefit from integrating with a smaller community; and
- Modified library books are available at pupil height as well as access to library books to wheelchair-accessible height;

Appendix 1:

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Responsibility</u>
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	SENCOs & Headteacher
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	SENCOs and PE lead
Embed links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities. Existing link with deaf school in local area.	SENCOs / Headteacher
Continue to develop as an ‘autism friendly’ school throughout school	Carry out a sensory audit of the environment. Look into the SPELL approach and adopt strategies as necessary.	SENCOs and ASD lead
Appropriate use of specialised equipment to benefit individual pupils and staff	Reasonable adjustments in the classroom Provision of appropriate ICT resources to meet pupil needs Train new staff on the use of Communicate in Print. Coloured over-lays to be used where necessary by children.	SENCOs
Improve the quality of provision for children with specific emotional needs (including autism)	Inclusion support to provide some attachment training to all staff at a staff meeting. Nurture team to be trained in Boxhalls for SEN children.	SENCOs and nurture team

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Responsibility</u>
Improve signage to indicate access routes around school	Signs indicate disabled parking bays and wheel chair friendly routes around school. Use of Communicate in Print. Provide access plan of building in reception area for visitors to school.	SENCO/Head Teacher/Site manager
Safe access around exterior of school	Ensure pathways are kept clear of vegetation.	Site manager
Outdoor sensory provision	Develop sensory garden and assign to a team to maintain it. Ensure there is a mix of seating area for tranquillity and sensory stimulation.	SENCOs/Head Teacher

Improve the quality of provision for children with specific emotional needs	Ensure sensory/quiet areas are maintained and only used for their purpose.	SENCo
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Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Responsibility</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Headteacher / SENCO
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access	SENCO / Headteacher SENCO/Headteacher