



Accessibility Plan 2020 - 2023

Date of policy: November 2020

Date approved by Governing Body: November
2020

Review date: Annually

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Gillibrand Primary School the Plan will be monitored by the Headteacher and evaluated by the Curriculum Committees.

Aims

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

The Accessibility Plan has been developed and drawn up based upon information supplied as a result of consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with:

- Equality Act 2010: advice for schools DfE February 2013;

- SEND Code of Practice 0-25 (Sept 2014);
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- the following school policies, strategies and documents:
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Special Educational Needs Information Report
 - Behaviour Management Policy
 - Emergency and Critical Incident Plan
 - School Improvement Plan
 - Supporting Children with Medical Conditions Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Headteacher
- SENDCO
- Bursar
- Site Manager

CURRICULUM		INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM			
<p>SELF EVALUATION AUDIT/Current Good Practice:</p> <p>Through planning for individual need, we provide as inclusive an approach as is practically possible. Some areas of the curriculum present particular challenges, for example, PE for pupils with a physical impairment. However, all reasonable adjustments are made to support as full an involvement as possible. We seek and act on advice and support from the relevant professionals to ensure that we have made adequate and reasonable adjustments. As a result, we are confident that we meet the overall aim.</p>					
Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
<p>To ensure children who come to the school with SEND, at whatever age, are fully supported and make / continue to make the best possible progress.</p> <p>To ensure effective support for children looked after (CLA)</p>	<p>Liaise with previous settings (eg schools, pre-schools, nurseries} and relevant staff in those settings, to prepare for the pupils' arrival in school.</p> <p>Identify what additional or adapted provision is needed to meet the pupils' needs.</p> <p>Liaise with the Local Authority to ensure documents supporting CLA are current and accurate.</p> <p>Regular assessments and reviews of learning.</p>	<p>May to July annually (EYFS)</p> <p>All year</p>	<p>HT, SENDCO EYFS teacher.</p>	<p>Provision set in place ready for when the children start.</p> <p>LA documentation forwarded correctly and promptly.</p> <p>Documentation and PEPs for CLA up to date and used properly so that children's needs are well supported. Assessments show all pupils make as much progress as they can relevant to their specific needs.</p>	
<p>To ensure policies reflect inclusive practice and procedures and are understood and followed by all staff.</p>	<p>Review Equality policy annually, accessibility plan every three years, and equality objectives every four years.</p> <p>Be mindful that reviews might need to be more frequent if circumstances change.</p> <p>Share information with staff.</p>	<p>Ongoing</p>	<p>SLT , SENDCO & Governors</p>	<p>Policies clearly reflect inclusive practice and procedure; all staff know and follow them; children make as much progress as they can. Equality objectives are known and followed.</p>	
<p>To maintain close liaison with parents.</p>	<p>Share information with parents frequently; listen to parents and encourage collaboration and information sharing.</p>	<p>Ongoing</p>	<p>HT, SENDCO Teaching Staff</p>	<p>Parents understand the school's policies and procedures, are involved in their children's learning and feel the school listens to them.</p>	

	Dialogue between parents and school through face-to-face meetings and / or virtual means eg class Dojos and Seesaw.			Clear collaboration with parents assists children's progress, measured by regular assessments.	
Input from external agencies contributes effectively to children's learning and development.	To foster and maintain close links with external agencies for pupils with additional needs To ensure collaboration between all relevant personnel To heed advice given and use it effectively to support pupils' learning. To maintain key documentation and ensure all staff understand it	Ongoing	SLT/SENDCO, all teaching staff and outside professionals.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning lead to increased progress for pupils..	
To include all pupils as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies and, where relevant, external trip providers e.g. for residential visits identify training needs and implement training for medical needs where relevant.	Ongoing	SLT, SENDCO and all teaching staff, extra-curricular service providers and educational visits settings.	Appropriate considerations and reasonable adjustments are made through risk assessments and no pupil is barred from any activity; Epi pens, Diabetes kits and other relevant equipment taken on school trips to support specific children and staff fully trained in their use.	
To ensure staff are aware of the specific needs of pupils and are trained to support them.	Relevant training to be delivered to all staff as needed, to meet the specific needs of individual pupils. Medical needs posters shared with all staff. Medical information on class lists are kept up to date. First aid training is up to date	Diabetes – September 2020 Termly- vision impairment	SLT, SENDCO	Staff are kept up to date with information regarding pupils with additional needs and are confident in how to support them. Staff are aware of children who have medical needs within school and are trained to manage these effectively.	

	Additional training and information updates to be given to staff at staff meetings and shared with other staff through school as needed.			<p>All first aid training is up to date, including paediatric. Epi pen, diabetes and vision impairment training provided and updated annually for relevant staff</p> <p>All children make relevant progress; children and parents are confident in staff ability to support their children's learning and medical needs.</p> <p>Support from all external agencies is checked termly to ensure progress is being made</p>	
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PHYSICAL ENVIRONMENT	IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL FOR THE PURPOSE OF INCREASING THE EXTENT TO WHICH DISABLED PUPILS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.				
SELF EVALUATION AUDIT/Current Good Practice: There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible					
Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
<p>Maintain the physical school environment.</p> <p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other</p>	Consideration given to the needs of pupils with physical difficulties and sensory impairments when planning and undertaking any improvements or refurbishments; additional advice sought if necessary	<p>Ongoing</p> <p>As required and checked at least annually</p>	HT, SENDCO, site manager and governors.	<p>School building and premises remain accessible to all individuals</p> <p>All needs are highlighted and reasonable adjustments are in place to ensure accessibility for pupils, staff and visitors.</p>	

access needs; similarly, for staff, parents and visitors.	Check if those who come to the school have issues that need to be addressed to meet inclusion requirements.		All staff. All teachers to take responsibility for the area outside their classroom being tidy.	Ramp kept clear; doorways and corridors kept clear and accessible; steps clearly marked.	
Safe evacuation in an emergency for all pupils.	Comprehensive plan to support all children to safely evacuate the building Training for staff and pupils to carry out procedures effectively.	Ongoing; regular practice	SLT, SENDCO, all teaching staff and site manager.	Plans in place, known to all and understood by all. Regular practices eg for fire evacuation Safe evacuation in an emergency for all children.	

INFORMATION IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION WHICH IS READILY ACCESSIBLE TO PUPILS WHO ARE NOT DISABLED.					
SELF EVALUATION AUDIT/Current Good Practice: Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.					
Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
Improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats / languages when required Access arrangements are considered and put into place for statutory tests. Use of visual timetables, where necessary, to support relevant children during the school day	Ongoing	SLT, teachers, admin team and SENDCO. Class teachers	Appropriate considerations and reasonable adjustments made and pupils, parents and visitors understand information given, including for tests. Visual timetables in classes where children would benefit; staff draw children's attention to them.	
Information for parents/ carers/visitors/ potential parents is accessible .	Proactive approach to identifying access requirements; reasonable adjustments made.	Ongoing	Whole school team.	Appropriate considerations and reasonable adjustments made where required; parents able to support their children in their	

	<p>All relevant SEND information is available on the school website. Paper copies made readily available should they be requested by parents/visitors who do not have access to the internet.</p> <p>Multilingual signs and parent information when the need arises, including using LA EAL support service for translation if needed.</p>			<p>education.</p> <p>Parents/carers/visitors/ potential parents access information about the school easily and in a relevant format for them.</p> <p>All statutory information, and more, is on the website.</p>	
		Ongoing	SLT / SENDCO	<p>Parents who may struggle to communicate in English can access information in their own language wherever possible.</p>	
<p>To ensure that children of all abilities have access to remote learning either virtually or through paper copies</p>	<p>Remote learning policy and procedures shared with parents/careers and adjustments made to allow accessibility for all.</p> <p>Reasonable adjustments made to work set, in line with children's SEN needs</p> <p>Check access to online at home and provide support where relevant.</p>	Ongoing	Whole School Team	<p>All parents aware of and understand the school remote learning strategy and support including, where relevant, paper copies or support for online access.</p> <p>All children, regardless of ability or background, access high quality remote learning and can make progress even when not in school.</p>	