



Accessibility Plan

At Greatham Church of England Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision, which states:

At Greatham Church of England Primary School we support pupils to become independent, resilient and reflective learners through a creative, broad and balanced curriculum tailored to their needs. We are dedicated to making the school a loving and caring community where all children can interact, learn and pursue academic excellence together so that they may lead responsible and fulfilling lives.

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

This strategy should be considered alongside the following school policy documents:

- Special Educational Needs and Disability
- Inclusion

The Governing Body is committed to Duties under section 69 of the Children and Families Act, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and section 6 of the Special Educational Needs and Disability Code of Practice 2015 which require 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. Under the Equality Act 2010 schools are required to 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:

He or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

All schools must have an Accessibility Plan as 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.

It is a requirement that our school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an Action Plan, [Appendix 1] showing how the school will address priorities identified in the plan. This 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:

- 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to 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 within a reasonable timeframe;
- 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 timeframe.

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

All pupils have full access to a broad and balanced curriculum at their individual level and appropriate adjustments are made to ensure pupils with a disability can participate. The SEND team ensure that all pupils receive their curriculum entitlement and that individual curriculums are developed and planned where appropriate. Additional support is provided in any aspect of the curriculum to ensure full accessibility for all.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Trust, Local Authority and Educational Psychology Service, the SENCO manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school 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

Improving access to the physical environment

Disabled pupils are invited and welcomed to participate in all aspects of school life including extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch, break times and afterschool clubs for pupils with social/interaction difficulties and school trips for pupils with medical needs, additional needs, social communication difficulties or complex needs.

All areas around the school are fully accessible to all pupils including those with a disability.

- Greatham Church of England Primary School is fully wheelchair accessible.
- Disabled toilets are available throughout the school building (Office area, Main school

corridor and in EYs).

- There are changing facilities and a shower room.
- ICT is used to help some of our pupils access the curriculum; there are interactive white boards in every room and all children have access to mobile technology (iPads/laptops) to support their learning when required.^[SEP]
- We endeavour to ensure that all class rooms have labelled resources, word walls, prompt mats, highlighting pens and reading strips so children can access the curriculum. There are also individual resources which include; number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities to support individuals based on their specific needs.
- We endeavour to ensure that all class rooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards, quiet work stations, areas of retreat and pictorially labelled resources (*When appropriate to meet a child's needs*).

Improving the delivery of information to disabled persons

We ensure that all forms of communication are available to ensure that disabled pupils, parents/carers, volunteers and visitors can express their views on the school. We offer additional services for parents who are disabled and require support completing paperwork or understanding written information about the school or their child. Access to information is available to all pupils, staff, parents/carers, volunteers or visitors in a number of formats.

Admissions

In the first instance, places will be awarded to those pupils with a Statement of Special Educational Needs or Education, Health and Care (ONE) Plan where the school is named as the most appropriate educational setting for the child. More information can be found on the admissions page of the school website or you can contact the school office or the admissions team on 01429 523768.

If a child has a special educational need and/or disability, staff will collaborate fully with parents and with other agencies and professionals, to ensure that Greatham Church of England Primary School can fully meet the needs of any child.

Disability Accessibility Action Plan

To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers which impact on access to the curriculum and to ensure full participation in the school community for current and prospective pupils with a disability.

Key Equality Targets	Action	Responsibility	Monitoring	Timescales	Success Criteria
To provide training for staff on increasing access to the curriculum for all pupils	Training from SALT, social communication team, sensory support team Access to courses, CPD Outreach support from local special school CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc	N Dunn SLT	Monitored through CPD schedule and SchooliP	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	All children will have access to iPads, laptops, dictation tools and reading pens. Staff will be trained in how to assist children	N Dunn All staff	Monitored through CPD schedule	Ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps

	in the use of technology				
To liaise with nursery and pre nursery providers to review the potential intake for September and January intakes	To identify pupils who may need additional to or a different form of provision to that typical in a mainstream classroom.	N Dunn C Inman	Monitored through external meetings with agencies – care co-ordination, child in need and TAC meetings. In school review meetings and parents evenings with teachers.	Yearly and throughout the year	There is adequate provision, support, equipment and strategies in place to support children prior to pupils starting school/nursery each year.
To establish close liaison with outside professionals for pupils with on going health/social care needs – ASD, ADHD, Epilepsy, Physical difficulties, Severe medical conditions etc.	To ensure collaboration between all key professionals in order to achieve the best possible provision for individual pupils.	N Dunn J Finnigan	Monitored via external and school meetings, parents comments during graduated response meetings, parental questionnaires, attendance to parents / target setting meetings	Ongoing for individual pupils – care co-ordination, child in need, TAC, EHC meetings, Annual reviews.	There is a multi agency whole team approach to ensuring all individual needs are being met, provision is appropriate and meeting the needs of the child.
To establish close liaison with all parents/carers of pupils on the school SEND register at SEND Support and EHCP.	To ensure collaboration and sharing of strategies between school and families and to ensure facilities and resources are adequate to meet need.	N Dunn Teachers Teaching Assistants	Attendance to parents' consultation evenings. Parent questionnaires. Feedback through external and school meetings.	On going at all times – open door policy to speak to SENDCO.	Clear outcomes for pupils agreed between home/school. Honesty and trust between parents/carers and school staff – SENDCO.
To ensure that all pupils regardless of health or disability have access to all areas of the	All pupils receive their full entitlement and no pupil misses any aspect of the whole curriculum.	N Dunn Teachers Teaching Assistants	Support level monitored through: lesson observations team leader lesson planning		Support is allocated appropriately and good relationships are developed between all staff.

curriculum and that the correct support and resources are provided.			pupil progress and standards scrutiny of work.		Progress is evident in all aspects of the curriculum – impact on learning.
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To improve access to the physical environment of the school.

Key Equality Targets	Action	Responsibility	Monitoring	Timescales	Success Criteria
To ensure that the environment is visually stimulating for all pupils – without impacting on sensory overload for some pupils with a disability.	Some pupils require a low stimulating room to work in – Pupils with ASD and those with sensory needs.	N Dunn EP OT Small Steps	To monitor the impact of the environment for pupils showing signs of distress – progress in different environments.		Enabling all pupils the opportunity to work in an appropriate environment – to maximise the potential of the pupil and ensure success.
Improve the physical environment of school as necessary.	To ensure that the physical environment of the school is fully accessible to all pupils. All planning and future improvements to the school are carried out with full accessibility for all pupils taken into account.	N Dunn Governors	Monitoring and evaluation of the building and refurbishment.	On going as a need for development arises. Throughout any development and refurbishment planning	Enabling needs to be met where possible as and when the need arises for changes to be made to the physical environment.
Sensory room to be developed and enhanced	Purchase soft furnishings, lights, sensory toys, music	N Dunn C Inman	To monitor the impact of the environment for pupils showing signs of distress –	To be ordered as required	Increased access to the Curriculum Needs of all learners met.

			progress in different environments.		
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To improve the delivery of information to disabled pupils and parents.

Key Equality Targets	Action	Responsibility	Monitoring	Timescales	Success Criteria
To improve access to written information for pupils, parents and visitors	School to ensure all information is accessible to all : Investigate the use of symbol software if the need arises. Raise the awareness of font size for all parents to support visual impairments – larger copies available if required. Ensuring all signage around school is accessible to all.	N Dunn C Westmoreland	Whole school responsibility and feedback following involvement with families.	Immediately as the need arises with discussions and involvement with - parents, carers, external professionals and school staff.	All information is available in different forms as necessary and any further necessities are addressed as required, ie. Braille, large print, interpreters
To review children's records ensuring school's awareness of any disabilities	Information is up to date on ScholarPack and all pupil records have relevant information present, including records passed to teachers, SEND files, medical records, care plans etc.	N Dunn All teachers All Teaching Assistants	Monitoring and updates made by whole school staff and shared as necessary with key staff.	On going as part of the records and data monitoring. ScholarPack updated immediately when new information is presented.	All staff are aware of disabilities and the requirements of pupils in their class.