

Great Binfields Primary School

Accessibility Plan



Approved by:	Mrs J Culliane	Date: 5 th October 2021
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with a disability or special educational need can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability or special educational need to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability or special educational need

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our school values embody this.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This plan will be reviewed by a range of stakeholders, including pupils, parents, staff and governors of the school.

2. 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 they have 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 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

We believe our school is highly accessible, and we have a successful history of supporting children with visual impairment (VI) special needs, including physical disabilities, within a mainstream school. We work closely with external agencies when support is needed. Where needs arise, we put in place swift action to improve our accessibility.

School: Great Binfields Primary School Accessibility Plan Date: Sept 2021					
Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
Access to and participation within the curriculum:					
To increase the extent to which pupils with a disability or special educational need can participate in the school curriculum					
Our aim at Great Binfields is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
To liaise with Nursery providers early and frequently to review potential intake for each year	To identify pupils who may need additional or different provision at the start of the year.	Procedures Equipment Teacher/SENCo time	HT EYFS teacher SENCo and QVTI External agency involvement	Ongoing from the summer 1 term each year.	Transition for children from Nursery provision into school is smooth with adequate and appropriate resources and provision Learning walks to ascertain current set-up to monitor success.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Time	HT All staff	Ongoing	All policies clearly reflect inclusive practice and procedure

To establish close liaison with parents/carers	To ensure collaboration and sharing between school and families	Time	HT EYFS Team SENCo and/or QVTI	Ongoing	Clear collaborative working approach
Teachers and LSAs have necessary training to teach and support pupils	Needs analysis of appropriate training required and bring appropriate training events to the attention of the staff. SENCo to organise appropriate training when children with specific disabilities attend the school Intervention training	Time supply cover Resources for training	SENCo and/or QVTI CT and LSAs	Before child starts school at GBP then ongoing	Staff trained and supported Governors aware of the needs of our pupils with a disability or special educational need via FGB SEND end of year report to the Curriculum Committee
To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, severe allergies, epilepsy, diabetes or mobility issues.	To ensure collaboration between key personnel.	Time Supply cover Resources	All staff involved with the child	Before child starts school at GBP then ongoing	Clear collaborative working approach
To ensure full access to the curriculum for all children	<ul style="list-style-type: none"> • CPD for staff involving outside agencies where necessary • Providing a differentiated curriculum as necessary with appropriate resources • Trained support staff support 	Time Equipment Specialised equipment Furniture IT for their needs – Clicker 8, Braille note touch.	All staff	Ongoing	Advice taken from specialist teaching services and Early Years SEND Advisor strategies evident in transition and classroom practice. VI Team advising of IT needed for children's' needs within school

	<ul style="list-style-type: none"> • Multimedia activities • Use of interactive ICT equipment if required • Specific equipment sourced from specialist teaching services. 				
To finely review attainment of all SEND pupils	<ul style="list-style-type: none"> • SENCo/QVTI and class teacher meetings • School SEND Support/EHCP IEP plans written by class teachers in collaboration with parents/carers • Pupil progress meetings • Scrutiny of assessment system • Regular liaison with parents/carers 	Time SEND EHCP/Support plan - IEP	All staff	Termly	Progress made/achieved SEND Support plan targets
To promote the involvement of children with SEND in classroom discussions/activities To take account of variety of leaning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> • Wheelchair access • Support for children with a visual impairment. • Appropriate keyboard and mouse/lpad/laptop • Staff training 		Whole school approach	Ongoing	<p>Variety of learning styles and multi-sensory activities evident in planning and the classrooms.</p> <p>Ensuring that the needs of all children with needs, parents and staff are represented within the school.</p>

	<ul style="list-style-type: none"> Individualised and accessible resources to aid children in order to motivate and aid the learning process 				
To deliver findings to the Governing Body	Governors Meetings – FGB, Curriculum Committee, Premises with an agenda item	Time	HT SENCo/Q VTI SEND Gov Health and Safety Gov	Annually Termly SEND Governor and SENCo meetings	Governors fully informed about SEN provision and progress

Access to the physical environment

To improve the physical environment of the school to increase the extent to which pupils with a disability or special educational need can take advantage of education and associated services.

To continue improving the physical environment of the school and grounds including/ensuring routes to school perimeter are accessible.	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Time	LT SENCo and/or QVTI Mobility Officer	Ongoing	Enabling needs to be met where possible
Ensure visually stimulating environment for all children	Interactive displays in classrooms and inviting areas – questions and facts for the children to learn from and extend their learning further.	Time Resources Furniture	All staff	Ongoing	Lively and inviting environment maintained as appropriate
Ensuring all with a disability are able to be involved	Make sure all children with a disability to have plans in their SEND support plans and PEEPs on how to access all	Questionnaire time	All staff Children Parents/carers SENCo and QVTI PD advisor	Summer Term	Enabling needs to be met where possible

	areas of the school				
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent/carer interviews To liaise with external agencies To identify training needs	Questionnaires Time Supply time to meet with external agencies	HT SENCo and/or QVTI	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
To ensure disable spaces, car park roads, paths around the school are as safe as possible for all.	Communication with parents through letters/newsletters/website/key support Safety improved with parking. School's travel plan.	Regular communications via fortnightly newsletters	LT SENCo and/or QVTI Mobility officer Site Manager	Ongoing	No accidents as safe and parents/carers are using their initiative and using WOW! Incentives.

Access of information

To improve the delivery of information for pupils with a disability or special educational need and parents/carers.

To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised teaching strategies used for all children who require it (ASD, ADHD)	Time Resources and strategies put into place Classroom environment	All staff	ongoing	All children being able to access the curriculum
To review children's records ensuring schools awareness of any disabilities	Information collected about new children. Records passed up to each class teacher End of year class teacher meetings/Transition meetings. Summer transition sessions for children to get familiar with the setting.	Training Time resources	HT All staff Office staff	Ongoing	All school staff aware of disabilities of children in their classes

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy