



Accessibility Plan 2023 - 2026

Date of policy: November 2023

Date approved by Governing Body: November 2023

Review date: November 2026

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;

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- 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
- SENCO
- Bursar
- Site Manager

CURRICULUM	INCREASING THE EXTENT TO WHICH DISABLED PUPILS AND PUPILS WITH ADDITIONAL NEEDS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM				
<p>SELF EVALUATION AUDIT/Current Good Practice: 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 upon 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. To ensure effective support for children looked after (CLA)</p>	<p>Liaise with previous settings (e.g. schools, pre-schools, nurseries) and relevant staff in those settings, to prepare for the pupils' arrival in school. Identify what additional or adapted provision is needed to meet the pupils' needs. Liaise with the Local Authority to ensure documents supporting CLA are current and accurate. Regular assessments and reviews of learning.</p>	<p>May to July annually (EYFS) All year</p>	<p>HT, SENCO EYFS teacher.</p>	<p>Provision set in place ready for when the children start. LA documentation forwarded correctly and promptly. 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 need.</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. Be mindful that reviews might need to be more frequent if circumstances change. Share information with staff.</p>	<p>Ongoing</p>	<p>SLT, SENCO and 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 and develop 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>Head Teacher, Family Support Worker, SENCO, Teaching Staff</p>	<p>Parents understand the school's policies and procedures, are involved in their children's learning and feel</p>	

	Dialogue between parents and school through face-to-face meetings and/or virtual means (e.g. Class Dojo / Seesaw)			the school listens to and supports them. Clear collaboration with parents assists children's progress, measured by regular assessments.	
Input from external agencies contributes effectively to children's learning, development and regulation.	To foster and maintain close links with external agencies for pupils with additional needs. To ensure collaboration between all relevant personnel. To use advice given to support pupils effectively with their learning, development and regulation. To effectively distribute key documentation to relevant staff, ensuring that they understand and act upon it where necessary. To effectively utilise CPOMs to create a chronology of documentation from external agents.	Ongoing	SLT/SENCo, all teaching staff and outside professionals.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning leading to increased progress for pupils.	
To include all pupils as fully as possible in the wider curriculum, including assemblies, trips, out-of-classroom experiences 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 advisors – e.g. for residential visits identifying training needs and implementing training where needed.	Ongoing	SLT, SENCo 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 are to be taken on school trips to support specific children and staff are to be fully trained in their use.	
To ensure that staff are aware of the	Relevant training to be delivered to all staff as needed to meet the	Sensory regulation	SLT, SENCO	Staff are kept up to date with information regarding pupils with	

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specific needs of pupils within our school and are trained to support them.	specific needs of individual pupils and to enhance the skillset of staff in order to ensure CPD relevant to the children within our school. Medical needs posters shared with all staff. Medical information on class lists are kept up to date. First aid training is kept up to date. Additional training and information updates to be given to staff at staff meetings and teaching assistant meetings as needed.	(deep pressure training) – October 2023 (team teach training – February 2024) Ongoing as needs are presented / identified		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.	
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PHYSICAL ENVIRONMENT	IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL FOR THE PURPOSE OF INCREASING THE EXTENT TO WHICH DISABLED PUPILS OR THOSE WITH ADDITIONAL NEEDS 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
Improve the physical school environment to ensure that it is accessible to those with disabilities or additional needs.	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Additional advice will be sought where necessary and possible.	Ongoing as required	HT, SENCO, site manager and governors.	School building and premises remain accessible to all individuals. All needs are highlighted and reasonable adjustments are in place to ensure accessibility for pupils, staff and visitors.	

<p>Ensure that reasonable adjustments are made for pupils with disabilities, medical conditions or other access needs; similarly, for staff, parents and visitors where possible.</p>				<p>Ramp kept clear, doorways and corridors kept clear and accessible; steps clearly marked.</p>	
<p>Safe evacuation in an emergency for all pupils and any staff or visitors with disabilities, medical conditions or other access needs.</p>	<p>Comprehensive plan to support all children and staff (if necessary) to safely evacuate the building. Training for staff and pupils to carry out procedures effectively. Visitors to know and understand the procedures for evacuation in an emergency.</p> <p>For relevant children to have up-to-date PEEPs that are reviewed annually.</p>	<p>Ongoing; regular practise</p> <p>Annual review</p>	<p>SLT, SENCo, all teaching staff and site manager.</p>	<p>Plans in place that have been distributed to all and are understood by all relevant staff. Regular practise of fire evacuation procedures. Safe evacuation in an emergency for all children and staff.</p>	
<p>Safe lock-down procedures in an emergency for all pupils and any staff with disabilities, medical conditions or other access needs.</p>	<p>Comprehensive plan to support all children and staff (if necessary) to safely enter the building should an external threat arise. Training for staff and pupils to carry out procedures effectively.</p> <p>Aide Memoire up in all classrooms and some shared areas in school so that staff are aware of what to do in a lock-down.</p>	<p>Ongoing; regular practise</p>	<p>SLT, SENCo, all teaching staff and site manager.</p>	<p>Plans in place that have been distributed to all and are understood by all relevant staff. Regular practise of lockdown procedures. Safe lockdown in an emergency for all children and staff.</p>	

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
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats/languages when required and appropriate. Access arrangements are considered and put into place for statutory tests. Use of visual timetables and visual prompts to support relevant pupils throughout the school day.	Ongoing	SLT, teachers, admin team, SENCO and class teachers.	Appropriate considerations and reasonable adjustments are made and pupils, parents and visitors understand information given. Visual timetables in all classrooms	
To ensure that information for parents/carers/visitors/ Potential parents is accessible.	Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the school website and is easily accessible. To ensure that the school have a proactive approach to identifying access requirements and that reasonable adjustments are made in a timely manner.	Ongoing	Whole school team	Appropriate considerations and reasonable adjustments are made where required; parents are able to support their children in their education. Parents/carers/visitors/potential parents access information about the school easily and in a relevant format for them. All statutory information and more is available on the school website. Parents who may struggle to communicate in English can access information in their own language wherever possible.	