



Accessibility Plan 2017 - 2020

Date of policy: October 2017

Date approved by Governing Body: October 2017

Review date: October 2020

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
- SENCO
- 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: Through planning for individual need, we aim to provide as inclusive an approach as 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 advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.</p>					
Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evaluation
To liaise with pre-school providers to prepare for the new intake into EYFS each year.	To identify pupils who may need adapted or additional provision.	May to July annually.	HT EYFS teacher.	Provision set in place ready for when the children start	
To liaise with educational establishments to prepare for the intake of new children who transfer within year.	To identify pupils who may need adapted or additional provision. Liaise with the Local Authority to ensure documents supporting LAC children are current and accurate on entry.	Ongoing as need arises.	HT & Deputy/SENCo.	Provision set in place ready for when the children start school. Documentation and PEP's for LAC children up to date and used to support the needs of the children.	
To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	SLT & Governors	Policies clearly reflect inclusive practice and procedure.	
To maintain and develop close liaison with parents.	To ensure collaboration and information sharing between school and families. Priority for 2017-18	By July 2018	JG/LB teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.	
To establish and maintain close links with outside agencies for pupils with additional needs.	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCo, all teaching staff and outside professionals.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.	

<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed.</p>	<p>Ongoing</p>	<p>SLT, SENCo and all teaching staff, extra-curricular service providers and educational visits settings.</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made. All new doors fitted in 2017 provide full width doors to allow wheelchair access.</p> <p>Epi pens, Diabetes kits and other relevant equipment taken on school trips to support specific children.</p>	
<p>To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required.</p>	<p>Training to be delivered to staff. Update the medical board in the staffroom and the medical information on class lists so that all staff are aware of the medical needs of individual pupils in school. Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs. Training and information updates to be given to staff at staff meetings.</p>	<p>September 2017 -McMillan Nurse(Y2 child) -diabetic nurse(Y2 child)</p> <p>Termly- vision impairment (Y4 and Y2 child)</p>	<p>Staff have a developing understanding of how to meet the needs of pupils within their classes. Staff are aware of children who have medical needs within school and are trained to manage these effectively.</p>	<p>Staff are kept up to date with information regarding pupils with additional needs.</p> <p>Epi pen training provided and updated yearly to support children who entered school in Reception in 2011, 2013 and 2016, continuing for any future children with the same need.</p> <p>Training provided to relevant staff on Leukaemia to support a child who entered Y2 in 2017. Updated yearly as the child moves through school or more frequently if required to support any change in need.</p> <p>Yearly training provided to relevant staff on Diabetes to support a child who entered school in reception in 2015.</p> <p>Support from vision impairment team-termly</p>	

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
Improve the physical school environment.	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.	Spring term 2018	HT, site manager and governors.	All new external doors fitted in 2017 with wheelchair width access.	
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, all teaching staff and site manager.	As full as possible inclusion for all pupils. Safe evacuation in an emergency.	
Ensure pupils, staff and visitors with physical difficulties are able to access the building	Identify access needs of parents through open door policy/discussions.	Ongoing.	Office/staff/SENCO /HT/class Teachers.	School is aware of access needs of parents and parents are able to access the building effectively and safely.	

effectively and safely with and without support.	Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews. Engage with occupational health if required.	Annually and then as required.	Headteacher, Governors.	All needs of staff are highlighted and necessary adjustments are made.	
	Ensure corridors are clearly accessible throughout school.	Corridors are checked daily.	All staff. All teachers to take responsibility for the area outside their classroom being tidy.	All pupils, staff and visitors are able to move around the school safely.	

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 when required. Access arrangements are considered and put into place for statutory tests.	Ongoing	SLT, teachers, admin team and SENCo.	Evidence that appropriate considerations and reasonable adjustments have been made.	
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team.	Evidence that appropriate considerations and reasonable adjustments have been made when required, so that parents can fully support their children in their education.	
To ensure that information for parents/carers/visitors/Potential parents is	Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the	Ongoing	SENCo.	Parents/carers/visitors/potential parents are able to access information about the school easily and in a relevant format for them.	

accessible.	school website and is easily accessible. Ensure that paper copies are readily available should they be requested by parents/visitors who do not have access to the internet.				
Ensure that the languages of our school community are reflected around school and that parents who do not have English as their first language are still able to access information from school.	Ensure that school provides multilingual signs and parent information when the need arises. Engage with the Lancashire EAL support service for translation if unable to meet the need within school. New EAL children in EYFS-identify their needs asap re communication	Ongoing October 2017	SENCO AO	Parents who may struggle to communicate in English are able to access information in their own language wherever Possible.	

Approved by Governors October 2017