

Accessibility plan 2020
Gusford Primary School



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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Gusford we use our best endeavours to :

- identify pupil's SEN so that barriers to learning can be removed
- make sure that a child with SEN gets the support they need
- ensure that children with SEND participate in the activities of the school alongside pupils who do not have SEND
- ensure that all pupils, including those with SEND, can access a broad and balanced curriculum
- make reasonable adjustments, including the provision of equipment and services, for pupils with SEND or disability, to prevent them from being put at a disadvantage
- ensure that pupils with SEND or a disability are not discriminated against
- promote equality of opportunity
- involve parents and carers and children in all decisions made about support

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.

- *The school works closely with a range of outside agencies to ensure that pupils with SEND receive appropriate support so that they are able to participate in all school activities and able to access a broad and balanced curriculum. 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.*

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Area	Objectives	Current Practice	Actions to be taken and timescales	Success Criteria
Curriculum Access	Increased access to the curriculum for pupils with a disability	<p>A differentiated curriculum is provided for all pupils and we use resources and teaching strategies tailored to the needs of pupils with SEND.</p> <p>Teachers are provided with training and on-going advice to support them in meeting the needs of those with special educational needs and disabilities.</p> <p>Advice and support is provided by specialists such as speech therapists, County Inclusive support service, occupational therapists and those</p>	<ul style="list-style-type: none"> Analysis of recently completed subject leader survey to identify further areas of development in terms of curriculum accessibility and differentiation SEN Team to respond to issues raised in recent pupil voice questionnaires completed by all SEND pupils. Share results of this survey with wider staff 	All pupils are able to access the curriculum and participate in school activities regardless of their special needs or disabilities

		<p>providing outreach services about how to make reasonable adjustments to the learning environment to ensure pupils with disabilities are able to access the curriculum. This advice may relate to the use of supportive equipment, the physical environment or teaching strategies and teaching content.</p> <p>Some pupils may require additional time to complete learning tasks whilst others have access to support materials and visual prompts to aid their access to and understanding of learning tasks. Some pupils may require tasks to be broken down into smaller steps, whilst others require access to additional adult support. In some cases, a child's timetable may be adjusted to incorporate movement breaks or a soft start to the day. In a small number of cases a short term part time timetable may be required. Such adjustments as these would be discussed and agreed with parents and kept under regular review.</p> <p>Pupils who may have a visual impairment or conditions such as scotopic sensitivity, have texts enlarged or copied to colour paper and have access to their own copies of teaching slides.</p> <p>For some pupils, the physical act of writing can be a barrier to them making progress so personal laptops are provided alongside the use of touch typing programmes. In some cases ICT equipment may require further adaptations and advice is sought from specialist such as occupational therapists who can advise on the most suitable equipment to use.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Progress data is</p>	<p>to highlight good practice and areas for development</p>	
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		<p>used to evaluate the impact and effectiveness of support measures in place and to identify where further adjustments to teaching approaches, curriculum content or resources are required.</p> <p>Specific learning targets are set termly for each child with SEND and progress is reviewed in collaboration with the child and parents.</p>		
Physical Access	Increased access to all parts of the building and wider school site	<p>Entrance to the school building is wheelchair accessible and the school is a single storey building but with different levels. Lower Key stage two and Upper Key Stage two areas are accessible via slopes and a stair lift makes Key Stage one accessible for wheelchair users. Some classrooms have sloped access to outdoor areas.</p> <p>There are three accessible toilets in the building. The accessible toilet situated in the Lower Key Stage Two corridor has ramped access and contains showering facilities and a hoist and adjustable bed to meet intimate care needs of older pupils.</p> <p>Advice has been sought from an occupational therapist about adjustments required to the classroom environment for a child who will be entering Reception in Sep 2020. Adjustments made will be in line with provision set out in the child's EHCP.</p>	<p>Conduct accessibility audit during Autumn term 2020 and consider whether number of classrooms throughout the school that have ramped access to outside can be increased.</p> <ul style="list-style-type: none"> • Ensure that stair lift is well maintained • Ensure accessible toilets are clear and useable at all times and that equipment is well maintained • Ensure staff receive appropriate training where required • The purchase of handrails for use in the Nursery accessible toilet is required for a child entering reception in Sep 2020 • Conduct audit of reception classroom to ensure safety of specific pupil in reception – this will be carried out Summer term 2020 	Disabled pupils able to access all physical areas and facilities without difficulty

Safety	Appropriate procedures in place for maintaining the safety of all pupils	Children with additional needs such as ASD or those with physical disabilities or sensory impairments are provided with a Personal Emergency Evacuation Plan (PEEP) which is shared with staff and pupils.	<ul style="list-style-type: none"> Update these plans annually or more frequently if needs change 	PEEPs up to date and understood by all and monitoring shows that support identified is appropriate and effective
Access for pupils with sensory impairments	Signage and teaching resources are clear and understandable by visually impaired pupils	<p>The school does not currently have any pupils with a visual impairment. However, the SENCO has access to the sensory and communication service who are able to provide advice about adjustments that can be made to teaching resources and materials to ensure pupils with visual impairments can access the curriculum and all areas of the school.</p> <p>Reasonable adjustments may include:</p> <ul style="list-style-type: none"> Enlarged tests Changes to seating arrangements and timetable Replacement of signs / teaching materials around the school and in classrooms to take account of appropriate colour, size etc <p>The school currently has a number of pupils with hearing impairments. All of whom are on the SEND register and all receive regular visits from the teacher of the deaf from the LA. Regular advice is provided for staff and parents regarding</p>	<p>Autumn 2020</p> <ul style="list-style-type: none"> Investigate access for parents who may have visual impairment: is the website accessible to all? Are larger print versions of newsletters available on request? Complete training for identified staff working with pupils with profound hearing loss Provide further guidance in response to recent staff survey. Seek further guidance on appropriate ways to promote deaf awareness with all pupils 	<p>Staff have an awareness of the needs of pupils with a visual and hearing impairments and the adjustments that may be required.</p> <p>Information is presented to parents in a way that is accessible.</p> <p>Pupils are supported appropriately with the use of hearing aids and hearing technology is well maintained.</p>

		<p>adjustments to the curriculum and physical environment and the maintenance of hearing equipment.</p> <p>Risk assessments are in place for these pupils.</p> <p>Sound field system can be moved to areas where child is working. This is equipment is currently in use.</p>	<ul style="list-style-type: none"> • Termly opportunities for hearing impaired pupils to access activities with other pupils who have hearing impairments to support sense of identity • Continued monitoring of hearing equipment 	
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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 Headteacher

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND Policy