

Gillespie Primary School



Accessibility Plan May 2019

Gillespie Primary School Accessibility Plan

Legislation: Equality Act 2010; Schedule 10, Paragraph 3 and Disability Discrimination (prescribed times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Aims

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Overview

The school recognises its duty under the Disability Discrimination Act 1995 (DDA) extended to include education by the SEN and Disability Act 2001 (SENDA).

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities. We respect the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The plan outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the aim outlined above.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Head and Governing Body.

Definition of Disability:

“A person has a disability if he or she has a physical or mental impairment that has a substantial long term adverse effect on his or her ability to carry out day to day activities” – the Disability Discrimination Act, 1995

The School's Equality Policy aims to ensure that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN policy and it's Equalities Statement.

Access to this plan:

This plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it.

This plan will be shared with the Senior Leadership Team and will inform relevant aspects of the school's development plan. It will be made available to OFSTED and the LA on request.

Supporting Policies

- SEN
- Anti-bullying
- Behaviour

Previous Adaptations made to the school:

- Access to the reception area from outside and within building access to the ground floor of the school.
- Installing whiteboards in class rooms – it is recognised that children with SEND and problems with their sight find it easier to learn when an electronic whiteboard is used.
- All lighting systems in the school renewed and updated to modern specifications.
- All emergency and escape route signage updated and on key exit doors illuminated.
- Staff training so that children with medical needs can gain access to the medical supplies (asthma, epi-pen)
- Disabled toilet on ground floor.

The Accessibility Plan focuses on the following areas:

a) Improving access to learning and the curriculum

i) the school will continue to develop expertise of staff and follow the advice of LA services, and other external professionals that can support the school to ensure that pupils with SEND access the curriculum.

ii) the school will ensure that the formal curriculum, including PSHE lessons, and the informal curriculum, including assemblies and events in the life of the school help educate all pupils about SEND needs and differences. The school will actively promote values of inclusivity, helping all children to feel confident with children who have different needs from themselves

b) Improving access to the physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Provision of information

The school provides information in a variety of ways (including through ICT, audio and video) and will make itself aware of local services, including those provided through the LA, offering information in alternative formats when required or requested.

Accessibility Plan 2019-2021

a) Improving Access to learning and the curriculum

Objective	strategy	Outcome	Timeframe	Monitoring
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with a range of SEND	Audit staff's current skills, training and experience – decide whether to augment these through training or employment of a specialist with these skills and experience.	Staff confident to teach and support pupils with SEN to enable them to fully access the curriculum.	Ongoing, subject to funding.	SLT SENCO Reporting to governors SEN reviews pupil progress meetings Parent meetings
Ensure all staff are trained to meet needs of new pupils with particular needs including medical needs	INSET training for all staff on meeting the needs of pupils with Autism, Downs Syndrome and Diabetes	All staff receive up to date training and able to support pupils with specific needs and disabilities.	INSET ongoing and on induction	
Ensure staff assigned to 1-1 work with SEND pupils have knowledge and skills to do so effectively	Specialist training for assigned staff through LEA or Specialist Training Providers.	Pupils able to access the curriculum and participate fully in the life of the school.		
Ensure that pupils are educated to include new pupils who have a range of disabilities and Special Educational needs	All teachers and support staff to ensure that the school environment is inclusive to the needs of all children and that the pupils in their care are able to support each other and pupils in other classes. PSHE curriculum and Assemblies/circle times will help to carefully develop pupils understanding of children with particular needs i.e. Downs Syndrome	A fully inclusive school community where pupils are able to embrace difference and support each other.		

b) Improving access to the physical environment of the school

Objective	Strategy	Outcome	Timeframe	Monitoring
To improve disability access in the school beyond the ground floor.	<p>discuss funding strategy with LEA with a view to improving disability access to all floors</p> <p>develop risk assessment and individual support plan for pupils requiring assistance to use stairs</p>	<p>Improved Disabled facilities at school will be dependent on feasibility plan and funding opportunities in discussion with the LEA</p> <p>Pupils unable to use stairs independently will have a support plan</p>	<p>Depending on feasibility, funds and discussion with families and LEA</p> <p>Ongoing</p>	Head, Governors, SLT, SENCO. Advice from LEA
<p>To make improvements to the EYFS learning space to enable support for pupils with complex physical needs including:</p> <ul style="list-style-type: none"> - nappy changing facilities - possible lift from nursery playground to raised platform 	<p>Develop risk assessment and individual support plan for pupils requiring assistance to use steps from playground to raised platform</p> <p>Discuss possible funding strategy with LEA for building a lift from playground to raised platform.</p>	<p>Pupils unable to use steps independently will have a support plan</p> <p>Disability access improved. Pupils supported to access all areas of provision.</p>	<p>Ongoing</p> <p>Depending on feasibility, funds and discussion with families and LEA</p>	Head, Governors, SLT, SENCO. Advice from LEA EYFS Team

c) Provision of information

Objective	Strategy	Outcome	Timeframe	Monitoring
<p>Ensure SEND pupils are able to access information regardless of their needs</p> <p>To provide specialist resources to support visual impairment and hearing difficulty through liaising with expert and specialist teams</p>	<p>Ensure school uses a range of print and symbols including 'communication in print' and other visual systems to meet individual need</p> <p>Whole school use of interactive whiteboards and ICT to produce written information in different formats</p> <p>All teachers use teaching and learning strategies to ensure that information is presented in a user friendly way for children with SEND needs : visual literacy, reading aloud, describing and sharing diagrams</p> <p>Pupils share information through AFL approaches including talk partners, peer assessment, pupil voice groups such as school council and playground buddies</p> <p>Use SEN review process to ensure all pupils have access to specialist resources on a needs basis including training for school staff</p>	<p>In place and reviewed termly for all pupils who have particular needs when accessing information</p>	<p>Ongoing</p>	<p>SLT , Governors, advice from specialists and LEA</p>