

Gretton Primary Academy

Accessibility Plan



Accessibility Plan 2020-21

At Gretton Primary School, our values reflect our commitment to a school where there are high expectations of all pupils and staff. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Children are provided with high quality learning opportunities so that each child works to his/her potential.

Gretton is a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) an impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Gretton Primary School is committed to providing an environment that enables full curriculum access and includes pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and

cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect a parent and child's right to confidentiality.

Gretton School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan

The Plan contains relevant and timely actions to:-

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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 the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies

- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy

It may not be feasible to undertake all of the Accessibility works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be monitored annually.

The Accessibility Plan will be published on the school website.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Principal**
- **SENCo**
- **Site Manager**
- **Local Fire Officer**

Action Plan A – Improving Physical Access

Ref	Key Issues	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Corridors	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing
2	Wheelchair access to Hall	Enable wheelchair users to access KS1 playground independently	Ramp outside of fire doors on right hand side of the hall. No ramp required for other exits.	Medium	None	completed

3	Fire Evacuation	Pupils with visual impairment to escorted by an adult to the fire assembly point	Immediate effect	Medium	None	
4	Disabled Toilet	Disabled toilet with easy access, emergency pull cord and correct height of fittings.	immediate	high	None Already in place	
5	Disabled parking	This can be accessed in the recreation car park	immediate	Medium	None	completed

Action Plan B - Improving Curriculum Access

Ref	Key Issues	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SLT and SENCo to monitor quality of differentiation and provision for SEND pupils.	Termly monitoring	High	SLT release costs	See monitoring timetable
2	Interventions	SENCo set up provision mapping and formats for recording support. TA training in delivering programmes and recording outcomes. Teachers and TAs work together to plan and evaluate interventions.	ongoing	High	Resourcing costs of identified areas to develop	ongoing
3	Classrooms are organised to promote the participation and independence of all pupils	SENCo to carry out an audit of classroom layouts, organization of resources and ensure that lessons are planned to meet the needs of all pupils in the class.	Term 3 2019	Medium	Possible resource implications where gaps are identified	
4	Staff training in the production, implementation and review of Intervention programmes and EHC Plans	SENCo to deliver staff training to teaching staff. Prodigy training in use of visualiser	Ongoing Training session from VIT - Jan 2019	Medium	Cost of prodigy	
5	Staff training in supporting pupils with SEND - focus on key areas of need within the school: VI, SPLD, ASD, ADHD	SENCo and Specialist VIT to deliver training when necessary. Identify gaps in knowledge and seek external advice if necessary.	Ongoing Fortnightly visits from VIT to advise and support staff	Medium	SENCo release costs. External specialist costs	

Action Plan C - Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	All written resources for a child with visual impairment to be presented in font size 36. Sourcing of reading books in larger font.	Daily ongoing	High	Cost of producing all resources in larger font and purchase of books.	
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website - particularly for new EAL parents to the school, in order to ensure accessibility for parents with English as an Additional Language.	If applicable	low	None	