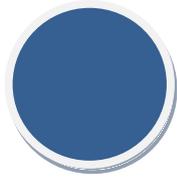


**Gainsborough Primary School**



# Accessibility Plan

**PRIMARY  
ADVANTAGE**

SCHOOLS ACHIEVING  
MORE TOGETHER

**Primary Advantage**



**Table of Contents**

	page
<b>Aims</b>	<b>3</b>
<b>Legislation and guidance</b>	<b>4</b>
<b>What do we mean by disability?</b>	<b>5</b>
<b>Action Plan</b>	<b>6</b>
<b>Areas to be Addressed: Access to the Curriculum</b>	<b>6</b>
<b>Areas to be Addressed: Accessibility of Information</b>	<b>8</b>
<b>Areas to be Addressed: Physical Accessibility</b>	<b>9</b>

# 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.

The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001) and the 2005 DDA. We will consult with the school community to identify barriers to inclusion. The school promotes inclusion and takes all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximize educational opportunity.

The plan will be made available online on the school website, and paper copies are available upon request.

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 Primary Advantage Federation has an Accessibility Policy, which was last reviewed in October 2015.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the PA Federation.

## 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 3 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. What do we mean by ‘Disability’

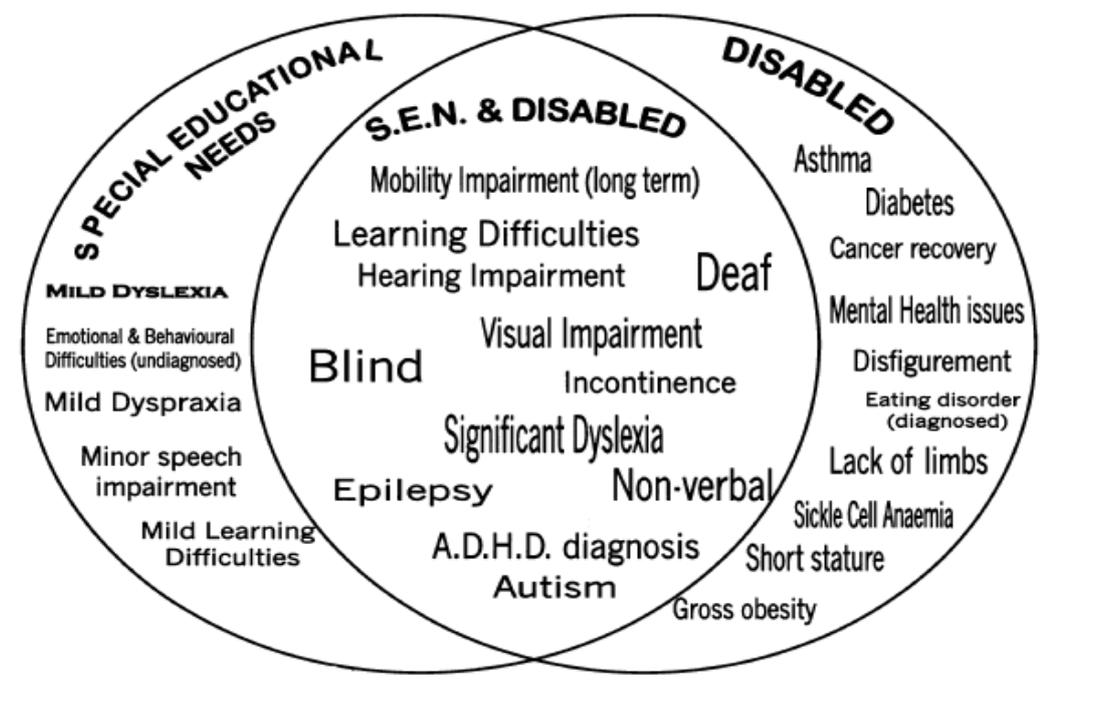
The DDA defines a disabled person as someone who has:

**‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’**

‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette’s Syndrome.

This diagram shows the overlap between Special Educational Needs and Disability.



Copyright C O’Mahony and R.Rieser Nov 2001

It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole school approach to inclusion is the most effective way of meeting the needs of all pupils.

## 4. Action Plan

This plan sets out the proposals of the Local Advisory Board of Gainsborough Primary School to increase access to education for pupils in accordance with the Equality Act 2010.

### Aims:

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001), Disability Discrimination Act (2005) and the Equality Act (2010). We will consult with the school community to identify barriers to inclusion and establish a Disability Equalities Scheme to improve outcomes for disabled people.
- This school promotes inclusion and will take all reasonable steps to ensure that SEND children are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with Special Educational Needs or Disability.
- We will prioritise sufficient resources to support the actions identified in this plan

### Area To Be Addressed: Access to the Curriculum

#### Goals & Targets:

1. To continue to develop and enhance knowledge of responsibilities under DDA and the 2014 SEN Code of Practice
2. To continue to develop confidence and knowledge for staff in delivering the curriculum to SEN and disabled pupils
3. To improve provision for children with ASD, ADHD and other emotional and behavioural needs

#### Strategy & Implementation:

1. All teachers and support staff are trained through CPD, staff meetings, staff handbook (signed by all staff). All policies are in place to support the staff on their responsibilities. These policies are also available for parents to access. Specialist teachers support school practitioners regarding the responsibilities they should be fulfilling under DDA.

2. The SENDCo in conjunction with Specialist Teachers and / or Educational Psychologist delivers training with additional adults that improve strategies and adaptations to the curriculum that will support learners with disabilities. All class teachers make use of visual timetables and SEND support plan targets to support pupil's progress in their learning. Pupils with specific difficulties have personalised timetables that addresses their specific needs.
3. All additional adults receive training, as and when required, on strategies to support learners in order to build confidence and knowledge of best practice.
4. All pupils have access to school journeys and trips, and are prepared for these using social stories where appropriate. These experiences are personalised for the pupils, and the appropriate learning tasks prepared. Risk assessments are undertaken for all journeys and trips.
5. Use of Medium Term and Weekly Planning, book looks, lesson observations and pupil voice are used to inform school leaders on the equality of entitlement and provision for all learners. Specific subjects support all learners in the school to be aware of DDA responsibilities through Values lessons and Rights Respecting Schools.
6. Pupils are consulted on disability/health needs through the use of medical care plans. Pupils identified with specific needs are also displayed with their photo and specific need in key areas of the school and is shared with staff. This information is not displayed in public areas of the school. School Council and RRS considers the needs of all pupils at regular meetings, and the children are involved as is appropriate.
7. Provision mapping of pupil needs is an embedded feature of school practice. This is reviewed each term in conjunction with Raising Attainment Meetings. Strategies and interventions that will support all groups of learners to progress are discussed. Use of the school data walls are also shared each term to inform progress of different groups within the school.
8. The school works closely with all other professionals to ensure that the agreed support to meet each child's needs is provided. There is a termly MAP Meeting (Multi-Agency Professionals Meeting) to raise concerns. There are half-termly SENDCo meetings across The Federation to share good practice and resources.
9. The School works with Hackney Learning Trust through the SENDCo Forum and the Medical Needs Forum, to ensure best practice.
10. The SENDCo tracks the progress of children with SEND in their learning and behaviour, which enables support to be planned accurately to meet the needs of the pupils.

**Action Point:**

- To continue with current processes, and ensure that there is greater accountability of school/subject leaders for the progress that all groups of pupils are making.

**Area To Be Addressed:** Accessibility of Information**Goals & Targets:**

1. To consult with pupils, parents, carers and staff on ways to increase access to information for disabled people.
2. To improve availability of written material in alternative forms and translations

**Summary of Evidence:**

1. School website, on-line learning opportunities, use of the school library, use of laptops and iPads, Interactive Whiteboards in all classes.
2. School resources are purchased linked to school budgets and school priorities – for example budget allocation for SEN. Resources are matched to pupils' needs.
3. Use of interpretation services when communicating with parents/carers.
4. School Offer on website.
5. Information sharing with parents e.g. Hackney Parent Partnership events.

**Action Point:**

- To continue to find ways to improve availability of written material in alternative forms and translations for both parents and pupils:
  - School to be aware of local services for converting written information into alternative formats and languages for parents
  - To consult with specialist teachers for providing the correct provision for partially hearing and / or deaf pupils

**Area To Be Addressed:** Physical Accessibility**Goals & Targets:**

1. To work with The Learning Trust to increase accessibility.
2. To improve the working environment for pupils with hearing impairment
3. To ensure outcomes of building works facilitates ease of access for all children and adults with disabilities

**Summary of Evidence:**

1. Lift, ramps, railings, non-slip flooring, Interactive Whiteboards, disabled toilets, learning areas are in place or established for pupils with specific learning needs which provide pupils with better access to the curriculum.
2. VFM (Value for Money) is considered at all times so that resources purchased for the school meet the requirements of the school and pupils.
3. Advice and guidance of best practice is shared across the Federated Schools to ensure consistency of accessibility for all adults and pupils.
4. School Council, parent and staff surveys inform the school on how improvements have/can support accessibility for all pupils and parents.
5. Plans reviewed with builders and LDBS consultant to ensure compliance

**Action Point:**

- A risk assessment will be completed for any new children who enrol in the school whom are subject to a care plan or with a disability as per the DDA 2004. Outcomes of this assessment will be implemented in a timely fashion in order to facilitate the needs of that pupil.

Policy written:	November 2015
Amended/Updated:	May 2018
Adopted by Governing Body:	November 2015
Review date	May 2021

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

PRIMARY  
ADVANTAGE  
SCHOOLS ACHIEVING  
MORE TOGETHER

