



Accessibility Plan

Updated: September 2023
Next Review: September 2024

Introduction

Green Park Primary School is a diverse and inclusive community that focuses on the wellbeing and progress of every student and where members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best.'

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

This plan outlines how Green Park Community Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

Definitions

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are either flat or ramped and have wide doors.

The main entrance is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

Objectives

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

The accessibility plan

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM, TRIPS AND CLUBS

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO and SLT consults with the student and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy, Local Offer and SEND policy/report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to student and parent/carer views and considering them in all aspects of school life.
- d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled student within their tutor group.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Increasingly specialised in-class support or guidance from trained TAs and specialists
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, sight impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.

k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.

l) A structured and dedicated transition programme for vulnerable students

Further developments

The School Improvement Plan sets out additional development priorities in this area. These include a review of SEND across the school to make and inform developments to improve student progress.

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED STUDENTS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.

The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:

- a) Lifts giving access to the whole school building
- b) A ramp to gain access to the front of the school- main entrance
- c) Two disabled toilets, one at the main entrance and one halfway through the school
- d) A care suite with washing facilities
- e) There are designated refuge points in the event of fire /fire drill.
- f) Customised furniture and/or equipment is available

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc. so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

The school carries out an accessibility audit every year in advance of reviewing this policy.

Other planned modifications to the school environment to meet the needs of disabled students and visitors to the school are as follows:

- a) Ensure all lifts have regular checks and are in good working order.
- b) Continue to monitor the equipment that is needed.

TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED STUDENTS, SO INFORMATION IS AS AVAILABLE AS IT IS FOR STUDENTS WHO ARE NOT DISABLED.

Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies.
- c) Coloured overlays/paper for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate
- f) Alternative recording methods- I Pads, Laptops etc.
- g) Safe space

The following opportunities to improve further will be explored:

- a) Opportunities provided by digital technologies.
- b) Regular clear and relevant information to parents in home language if required.

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Head Teacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

Review

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every year. The views of disabled students and parents will feed into the review.

Related Policies

- Equality Policy
- Special Educational Needs and Disability Policy and Local Offer
- Behaviour Policy

Next review: September 2024 or when applicable.