

George Eliot Primary School



George Eliot
Primary School

Accessibility plan

Reviewed by:

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Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. The main priorities in the school's plan.....	3
3. Action plan.....	5
4. Monitoring arrangements.....	8
5. Links with other policies	8
Appendix 1: Accessibility audit	9

1. Aims

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/parents/visitors

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 George Eliot Primary School we believe in providing every opportunity to develop a pupils' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with or without a disability.

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.

It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- We will plan to ensure access to education for disabled pupils
- We do not discriminate against anyone as explained in the DDA, 2005
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

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 staff and governors of the school.

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. The main priorities in the school's plan:

- **Increasing the extent to which the school curriculum enables full participation for all groups of pupils**
- **Continuing to develop the physical environment of the school to increase the extent to which pupils can take advantage of education and wider life of school including trips and clubs**
- **Improve the accessibility of written information to pupils/parents/visitors**

Making reasonable adjustments:

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the physical environment:

- Supportive playtime and lunchtime activities
- Ensuring all adjustments to current buildings are compliant
- Flexibility of seating arrangements to suit need
- Availability of specialist equipment for pupils when required

(b) curriculum:

At George Eliot Primary School, we recognise that in order for our pupils to achieve their potential, all staff at George Eliot should endeavour to employ current pedagogic styles and ideas. We ensure that, through cross-curricular links, pupils are supported to develop their own learning and map subject knowledge in order to deepen their knowledge and application of higher level thinking and independent skills.

We recognise that our pupils have personal needs which are central to their learning, and for some these present additional challenges to their success. Daily provision must be responsive to these needs and curriculum balance and design will be reviewed on an on-going basis to enable the holistic needs of pupils to be met.

Examples include:

- facilitating the accurate identification and assessment of individuals
- supporting pupils so their health and well-being needs can be met and they can access the curriculum.
- use of technology to aid pastoral and academic success
- promoting independence and learning through use of specialist aids and equipment
- differentiated pathways to maximise learning opportunities.

Curriculum provision includes access to learning outside the classroom. All pupils have the opportunity to access an outdoor curriculum irrespective of their disability.

(c) communication

Some of our pupils have an identified speech, language and communication difficulty. This means that they are not always able to communicate their needs, wants or preferences to those around them. Communication between home and school is also important so parents are able to know developments within the school or the latest news. At George Eliot Primary School we support communication with pupils, staff and parents using a variety of different mediums. These include:

- Use of interactive whiteboard
- Use of ICT resources by pupils
- Visual timetables
- Appropriate visual labelling and signage
- Newsletters to parents
- Informal discussions with parents
- Coffee morning for families
- Conversations with parents
- Most information is available electronically
- Governor meetings

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Action Plan A – Improving Physical Access

Ref	Question	Actions	Time Scale	Priority	Cost	Date Completed
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing
2	Wheelchair access to KS1 playground	Enable wheelchair users to access KS1 playground from first floor	Ongoing	Medium	None	Ongoing
3						

Action Plan B – Improving Curriculum Access

Ref	Question	Actions	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	<p>SLT to monitor quality of differentiation and provision for SEND pupils.</p> <p>Strategic plan to be in place for quality teaching and provision.</p> <p>The employment of an OT to support teachers in ensuring their lessons promotes independence of pupils with sensory needs.</p> <p>Targets to be set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum to be reviewed to ensure it means the needs of all pupils.</p> <p>To consistently use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress to be tracked on a termly basis for all pupils.</p>	Summer Term 2018	High	SLT release costs <i>(Cost of employing OT)</i>	
2	Interventions	<p>SENDco to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.</p> <p>The employment of an OT to provide direct OT input for children who require support.</p>	Summer Term 2018	High	Resourcing costs of identified areas to develop <i>(Cost of employing OT)</i>	
3	Classrooms are organised to promote the participation and independence of all pupils	<p>SENDco to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.</p> <p>The employment of an OT to support teachers in ensuring their classrooms promotes independence of pupils with sensory needs...</p>	Summer Term 2018	High	Possible resource implications where gaps are identified <i>(Cost of employing OT)</i>	

4	Staff training in the production, implementation and review of Provision maps, EHCP/ SMART targets and monitoring	<p>SENDco to deliver staff training to teaching staff.</p> <p>Termly meetings take place between class teacher and SENDco to review and set targets.</p> <p>Teachers to share targets with parents during parents evening.</p>	Ongoing	High	Not applicable	
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Action Plan C – Improving the Delivery of Information

Ref	Question	Actions	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable	
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 parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable	
3	Use a range of communication methods to ensure information is accessible.	Class teachers will ensure to include resources with pictorial or symbolic representation and large print for individuals who require this.	Ongoing		Not applicable	

5. 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 governing board and the Headteacher.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys (x2)	Stairs are to be kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisor	Ongoing
Corridor access	Corridors are wide with access for wheelchairs and standing frames	Ensure pupil equipment does not block corridor	Headteacher	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Site supervisor	Ongoing
Parking bays (x2)	Disabled parking bays marked	None required	Site supervisor	Ongoing
Entrances	Automatic front doors – enclosed lobby	None required	Headteacher	Ongoing
Toilets	There are designated toilets with disabled access and alarms	Regular testing of alarms	Site supervisor	Ongoing
Reception area	Accessible to wheelchair users	None required	Headteacher	Ongoing

Internal signage	Accessible signs in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place. Identified pupils have personal emergency evacuation plans. Refuge points for wheelchair users.	Ensure weekly testing of system and maintenance	Site supervisor	Ongoing