

Gilthill Primary School

Accessibility Policy and Plan 2024-2027

Approved by: Nicky Allison **Date:** September 2024

Next review due by: April 2027



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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.

At Gilthill Primary School we are committed to working together to provide a stimulating, enjoyable and caring environment so that they all children can develop their resilience and independence to be well prepared for the changing society in which we live. We aim to teach children in an atmosphere of warmth and support, celebrating their achievements so that they can grow in confidence, feel valued, develop high self-esteem, have positive attitudes to learn and achieve high standards. We believe that learning should be a rewarding and enjoyable experience for everyone.

We give children equal access to the opportunities the school offers regardless of their gender, race, religion, background or abilities. We have high expectations that children will develop respect for each other and all members of the school community, where standards of behaviour are high and where children learn to behave appropriately in a variety of situations.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. 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. We are committed to providing an environment that enables full curriculum access and values all 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 supports any available partnerships to develop and implement the plan.

The Accessibility Plan will contain relevant and timely actions to:

- ☑ Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- ☑ Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 Gilthill Primary School Access Plan 2024-2027

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils.

Access to the Curriculum	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	To ensure that all children have full access to the curriculum at their level	Code of Practice updates Emphasis on Quality First Teaching Review interventions Research new interventions and invest where necessary Audit ICT resources The use of assessment tools to assist in developing learning and in assessing progress in different subjects Our school offers a curriculum for all pupils with adaptive teaching	Aut 2024– ongoing through the plan	SENCO, HT and SLT SENCO	Regular assessments made of interventions All children are able to access our curriculum. Appropriate support and aids are available so all pupils can access the curriculum equally. Advice from outside agencies is used to adapt the curriculum and this is evidence in classroom practice.
	To provide all staff with training to understand the needs of pupils in their classes	Training as part of staff meetings Online training to be signposted where relevant	Aut 2024 – ongoing through the plan	SENCO and HT	All staff to be more confident with classroom strategies and have a greater understanding of pupils.
	To gain feedback from SEN pupils	Plan for pupil voice opportunities	Ongoing	SENCO	Children’s voices to be heard, SENCO to action key points

	To ensure collaboration between all key stakeholders and personnel.	Ensuring close relationships and collaboration with parents. To establish close liaison with outside agencies for pupils with ongoing health needs. E.g., Children with severe asthma, epilepsy or mobility issues.	Ongoing	Headteacher, teachers, SENCO	Parents are actively involved in the planning and support process. Outside agencies are active in supporting inclusion of all pupils. Medical plans and care plans and PEEPs in place.
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Access to the Physical Environment	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	To be aware of the access needs of disabled pupils/staff and parents/carers	Request for information when children start school	ongoing	SENCO	Staff aware of access needs
	To maintain the paint markings on steps around the school site	Maintenance plan	ongoing	Site manager SLT	Paint clearly visible on steps
	Maintain disability access around school	Keep slopes free from debris Regular servicing of the lift	ongoing	Site manager Business manager	Site is accessible to all pupils and staff.

Aim 3: To improve the delivery of communication

Access to information	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	To ensure local offer is up to date and published on the school website	Liaise with the Family of Schools to ensure consistency within the Family	yearly	SENCO and HT	Local Offer clearly referenced and made readily available
	To ensure that the school website is kept up to date with SEN information	Update information when relevant	ongoing	SENCO and HT	The school website accurately reflects SEN and provides current information
	To devise parent questionnaire with SEN focus	Explore examples of questionnaires	By June 2025	SENCO in consultation with HT	Good response and feedback to inform future SEN planning
	Review procedures for reporting to parents – especially annual report to parents for SEN pupils	Explore examples of reports to parents. Liaise with parents to collect opinions on quality of information for parents	By June 2025	SENCO in consultation with HT/SLT	Reports that provide clear, relevant information

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO.

It will be approved by the Headteacher.

5. 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