

# Gilthill Primary School

## Accessibility Policy and Plan 2024-2028



Approved by:

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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. Action plan

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

At Gilthill Primary School, we have implemented several measures to ensure accessibility for disabled users. Our school is accessible with flat access to the main entrance and features a split-level design. We have a lift and a sloped access to the upper floor around the side of the building. Additionally, we have two disabled toilets and a disabled shower room on the premises.

#### Objectives to Increase Participation of Pupils with Disabilities in the Curriculum:

Objective	Actions to be Taken	Success Criteria	Person Responsible
<b>1. Reduce and Eliminate Barriers to Curriculum Access</b>	- Conduct a thorough accessibility audit to identify specific barriers	- 100% of identified barriers addressed	SENCO and Inclusion Lead
<b>2. Ensure Full Participation in the School Community</b>	- Provide staff training on inclusive teaching practises	- Increased participation of disabled pupils in extracurricular activities	Headteacher and SENCO
<b>3. Improve the Physical Environment for Enhanced Access</b>	- Install tactile markers for visually impaired students	- Improved navigation and independence for disabled pupils	Site Manager
<b>4. Enhance Delivery of Written Information</b>	- Review and update the school website for accessibility compliance	- Positive feedback from parents on the clarity of information	Headteacher

By focusing on these objectives and implementing the corresponding actions, we aim to significantly enhance the participation of pupils with disabilities in our school's curriculum.

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, with a disability.

	Target	Strategies	Responsibility	Timeframe	Outcome
<b>Short term</b>	To ensure subject leaders know whether the curriculum is accessible for all pupils.	Audit of the curriculum by subject leaders. How accessible are their subject areas for all pupils? Feedback to all staff.	Subject leaders	Autumn term	Subject leaders are aware of any accessibility gaps in the curriculum and can address these in individual subject action plans. All staff are aware of accessibility issues and are working to address these.
	Review training for all staff in teaching children with a medical issue.	SENCO to seek professional bodies to provide training for children with any medical needs.	SENCO	Ongoing	All staff have clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them.
	All out-of-school and extracurricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	Evolve Lead	Ongoing	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
	Review TA deployment as and when needed	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	SENCO	Ongoing	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities

	<p>To ensure collaboration between all key stakeholders and personnel.</p>	<p>Ensuring close relationships and collaboration with parents.</p> <p>To establish close liaison with outside agencies for pupils with on going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.</p>	<p>Headteacher, teachers, SENCO</p>	<p>Ongoing</p>	<p>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.</p>
<p><b>Medium term</b></p>	<p>To ensure full access to the curriculum for all children</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Use of specialist ICT equipment and Specific equipment sourced from outside agencies.</p> <p>A range of support staff including trained teaching assistants at Level 3 or above.</p> <p>The use of P levels and B Squared to assist in developing learning and in assessing progress in different subjects</p>	<p>Headteacher, Curriculum lead, teachers, SENCO</p>	<p>Ongoing throughout plan</p>	<p>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.</p>

	To continue to use individual SEN support plans that give a holistic viewpoint of all children in relation to their educational and behavioural outcomes	Teachers to work with all professionals involved with the child and devise appropriate outcomes to need the individual needs of the child.	SENCO, Teachers	Ongoing	Completion of the individual SEN support plans that provides a holistic view and individual viewpoint of the child.
<b>Long term</b>	To evaluate and review the above short and long term targets annually	Targets identified. Review annually by governing body	Headteacher, SLT	Ongoing	Identification that all children are making progress and that governors are assured of accessibility arrangements.

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

	Target	Strategies	Responsibility	Timeframe	Outcome
<b>Short term</b>	To be aware of the access needs of disabled children, staff, governors and parents/ carers	<p>Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children (as and when needed) as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school</p>	Headteacher, SLT,	Ongoing	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>

		(pupil or adult) becomes physically impaired			
	Accessible car parking Ensuring disabled parents have every opportunity to be involved	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	Headteacher, Office staff	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day. To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Ensure visually calming and stimulating environments for all children	Natural, calming, colourful and purposeful displays in classrooms and inviting role play areas inside and outside of school.	All staff	ongoing	Displays show evidence of children's learning and vocabulary that supports learning. Displays to not distract the learners from their learning or induce sensory overload
<b>Medium term</b>	To improve community links	School to continue to have strong links with other primaries in the trust and family of schools. School to maintain strong link with secondary school	Headteacher, SLT	Ongoing	Improved awareness of disabilities/the wider community Kimberley and Nottingham, Improved community cohesion

	Maintain and service lift to ensure accessibility for disabled pupils and staff.				
<b>Long term</b>	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week for local children Bikeability for KS2 children Maintain crossing patrol	Headteacher	Ongoing	No/less incidents / accidents recorded
	To ensure all children with ASD or complex SEMH difficulties have access to the curriculum	Regular parental communication Individualised teaching strategies used for ASD children, Attachment training for staff, Mental health training for staff. Mental health in children and young adults qualification for SENCO. Access to EMET counselling services for children. Access to sensory provision and learning breaks Access to ELSA, Drawing and Talking and other therapy based interventions. Restorative practices used for managing behaviour. Relational approach throughout school.	Headteacher, SENCO, SLT, Teaching staff	Ongoing	Children with identified complex difficulties and diagnosed ASD able to successfully access the curriculum.



## **4. Monitoring arrangements**

This document will be reviewed every **4** years (as per the EMET policy checklist), but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and the Headteacher.

It will be approved by the governing board.

## **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