

# ACCESSIBILITY PLAN

Policy written by:	Louise Bainbridge and Georgia O'Mara
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## Overview

This Accessibility Policy and Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The plan is a statutory document and must be reviewed every three years and approved by the Governors.

## Intent

Bernard Gilpin Primary School is committed to providing an accessible environment which values and includes 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 regarding disability and to developing a culture of inclusion, support and awareness within school.

The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities, school visits and residential experiences. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities where necessary. This covers reasonable adjustments to the physical environment of the school and physical aids needed to access education.
- 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 various preferred formats within a reasonable timeframe to allow access to all.

The Action Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governors and Business and Site Managers. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore, some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period to inform the development of the new plan for the following period.

### **Contextual Information**

Bernard Gilpin Primary School is a one storey building which has disabled access, facilities and toilets. There are toilets across the school which can be accessed by children with physical difficulties and a disabled toilet used for personal care of adults with physical/medical needs. This includes a fully accessible toilet/changing area. All areas within the school are accessible. Bernard Gilpin School is a mainstream school for pupils with a wide range of disabilities including pupils with medical needs, mobility difficulties and pupils who are wheelchair dependant.

### **Current Good Practice**

We meet with parents/carers to discuss any disability or health conditions. We ask that schools are kept informed of any changes to the information provided. Children with physical or medical needs are identified on a Medical Register and all have a Personal Care Plan.

There are no areas of the school which disabled pupils are unable to access. Consideration is given to the organisation of the year groups and classrooms to ensure that the most appropriate classrooms are used for children with physical needs. Disabled pupils participate in extra-curricular activities and fully participate in educational visits and residential experiences.

Our curriculum is inclusive for all children. PE sessions are adapted appropriately for disabled pupils and resources, which are appropriate for the children's physical needs, are used. Technology is used to support disabled pupils in their recording. This is done working in partnership with specialist agencies to ensure that all equipment is appropriate to the children's needs. We also work in close partnership with Specialist Support for Physical and Learning Disabilities in Sunderland. They ensure that we have a consistent approach to accessibility, using the utmost professionalism, dignity and respect for the children and maintenance of highest health and safety standards possible to safeguard pupils, parents, staff, and school by providing a consistent approach within a framework which recognises the rights and responsibilities of everyone involved.

<b>Aim 1 – To increase the extent to which disabled pupils can participate in the school curriculum</b> <u>Targets</u>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with Nursery provision and Local Authority to review new intakes each year	To identify pupils who may need additional to or different from provision for Sept 2020 intake	September 2020-21	HT AHT/SENDCO Business Manager	Procedures/equipment/strategies set in place by Sept 2020
To review all statutory policies to ensure they reflect inclusive practice and procedures.	To comply with the Equality Act 2010	Ongoing from 2020	HT & Governors All subject managers	All policies clearly reflect inclusive practice and procedures
To improve the close liaison with parents/carers	To ensure collaboration and sharing between school and families	Ongoing from 2020	AHT/SENDCO Class Teachers Inclusion Team - specialists from LA	Clear collaborative working approach
To continue to improve the close liaison with outside agencies for pupils with ongoing medical and physical needs	To ensure collaboration between all key staff/agencies	Ongoing from 2020	AHT/SENDCO Class Teachers Inclusion Team - specialists from LA (Diabetes nurse, Epilepsy nurse, OT, Physio, Visual impairment team)	Clear collaborative working Approach. Medical/physical information updated at least annually or after a change
To ensure full access to the curriculum for all children	Specialised CPD for staff, including those involved in Educational visits and Breakfast/After School clubs. Differentiated curriculum with alternatives offered	Ongoing from 2020	AHT/SENDCO Class Teachers Inclusion Team - specialists from LA (Diabetes nurse, Epilepsy nurse, OT, Physio, Visual impairment team)	Advice taken and strategies evident in classroom practice and recorded

<b>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</b> <u>Targets</u>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve the physical environment	Take account of the pupils, staff and visitors with physical difficulties and sensory impairment when planning and undertaking improvements and refurbishments of the site and premises. Use of technology/equipment to support learning/recording. Specialised equipment sourced from OT/Specialist Services	Ongoing from 2020	Site Supervisor HT and Governors AHT/SEND Business manager Specialist support staff	Physical environment is altered accordingly and conducive to the education of all children
To ensure that the medical needs of all pupils are met fully within the capacity of the school	Liaise with parents and outside agencies to create Personal Care Plans (PCPs) Identify training needs and with immediate effect to be constantly reviewed by Business manager and AHT/SEND	Ongoing from 2020	Parents/Carers AHT/SEND Class Teachers Inclusion Team - specialists from LA (Diabetes nurse, Epilepsy nurse, OT, Physio, Visual impairment team)	All children regardless of their medical condition can participate fully in curricula and extra-curricular activities, including residential
To ensure driveways, roads, paths, yards and ramps around school are as safe as possible	Utilise parking spaces for disabled parents/carers. Offer support e.g. telephone meetings and home visits where appropriate Be proactive in identifying access establish protocols where needed	Ongoing from 2020	Site supervisor Business manager HT and Governors AHT/SEND	No accidents Improved access to the field Re-surfacing where necessary Disabled access to the school from all points of entry

To ensure that disabled parents/carers are not discriminated against and are encouraged to take an interest and be involved in their child's education	Support parents/carers to access events/meetings at school so that they can support their child (Back to School day, Sports day). Ensure that the physical environment is appropriate for parents/carers. Provide reports/information in different formats for parents/carers (large print, coloured paper).	Ongoing from 2020	Business manager HT and Governors AHT/SENDCO	Parents/carers with disability support their child/ren and take an interest and be involved in their learning.
To review attainment and progress of all SEND pupils SENDCO to ensure staff understand the need of all pupils.	Use of P levels/PIVATs for planning and assessment. Use of technology/equipment to support learning/recording. Specialised equipment sourced from OT/Specialist Services	Ongoing from 2020	HT and Governors AHT/SENDCO Class teacher Specialist support staff – where advice is needed	Monitoring and evaluation of good practice. resources to enable all children to access the curriculum

<b>Aim 3 – To improve the delivery of information to disabled pupils and parents</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<u>Targets</u>				
To enable improved access to written information for pupils, parents and visitors	Use symbol software to support learners where appropriate. To adapt written information for dyslexic learners.  Liaise with parents to identify the best methods for communication	Ongoing from 2020	Business Manager AHT/SENDCO  All staff to be aware	All pupils, visitors and parents to access written materials in and around school in a way which they can access

To review children's records ensuring school's awareness of any disabilities	<p>Collect appropriate information about new Children. Annual reviews and SEND reviews and conferences.</p> <p>Medical information updated</p> <p>PCPs undated where Necessary.</p>	Ongoing from 2020 Reviewed as needed	<p>AHT/SENDCO</p> <p>Business Manager</p> <p>Class Teachers</p> <p>Parents/carers</p>	All staff are fully aware of individual needs and all care/SEND plans are reviewed at least termly or where a change is necessary
To review SEND planning	<p>Make planning formats more user friendly for parents/carers. Provide CPD for staff.</p> <p>Use advice from outside agencies.</p> <p>Parents to provide information about their child/children. Hold termly review meetings</p>	Ongoing from 2020	<p>AHT/SENDCO</p> <p>Class Teachers</p> <p>Parents/carers</p>	<p>All children will have Support Plans with appropriate outcomes. Support and Personal Care</p> <p>Plans will impact on the progress children make</p>