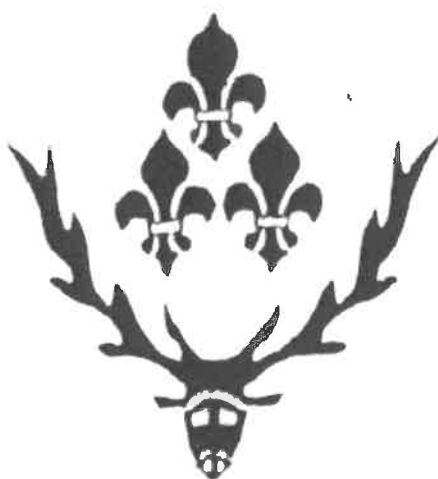
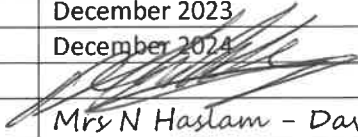


Giffards Primary School



Accessibility Plan

School lead for this policy:	V Teager – AHT Inclusion/DSL
Committee with oversight for this policy	FGB – Pupil matters
Policy last reviewed	December 2023
Date for next review	December 2024
Signed –chair of Governors	
Signed - Headteacher	 Mrs N Haslam - Davis

Introduction

At Giffards Primary School we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life. We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

This plan sets out the proposals of the governing body to increase access to education for disabled pupils in the 3 areas required by law:

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- Improving the physical environment of the school in order to increase the extent to which disabled pupils can take advantage of education and benefits, facilities and services offered by the school, and
- Improving the delivery to disabled pupils of information which is readily available for pupils who are not disabled.

It is required that the school's disability policy and accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached are the actions showing how the school will address identified areas. This Plan is to be read in conjunction with the following:

- School Development Plan
- Curriculum Policy
- Behaviour for Learning
- Equality and Diversity in Employment Policy
- SEN Policy
- Supporting Pupils with Medical Conditions
- Keeping Children Safe – DfE 2019 (or any annual updates)
- Health and Safety Policy
- Equality Information and Objectives

Definition of Disability

Disability as defined by the 2010 Equality Act is:

“A person has a disability 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 carry out normal day-to-day activities”

The purpose and direction of the school's plan: vision and values

Giffards Primary School expects all pupils to reach their full potential. We are an inclusive school and welcome all pupils regardless of race, ability, language or culture. We are especially ambitious for pupils who may have a disability. For these pupils it is especially important that the school gives them a full range of opportunities to learn new skills and develop their talents.

The National Curriculum is a common entitlement for all pupils. All teachers have a duty to meet the needs of their pupils and this may require modification of the programmes of study. It is also a requirement that pupils have full access to additional opportunities that enhance the basic curriculum entitlement.

At Giffards Primary School we strive to remove barriers to learning for all pupils. We aim to ensure that the attainment and achievement of every child are catered for. As a school we are also committed in the widest sense to equality of educational opportunity for all. The school fully includes all pupils in school trips and activities. It is expected that every pupil will join in and may require support to do this.

Priorities for Action

This plan sets out further proposals of the school to increase access to education or usage for all disabled pupils or persons in the three areas required in the DDA.

- Increasing the extent to which disabled pupils can participate in the school Curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils in an appropriate format.

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments, as well as consulting with the LA and other stakeholders when planning and undertaking future improvements and refurbishments of the site and premises. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Management, Co-ordination and Implementation

The plan will be reviewed in consultation with parents, pupils and staff and the Governing body. The gathering of evidence may include questionnaires and interviews. Outside support may also be enlisted.

Giffards Primary School will take advice from outside agencies and the LA in keeping up to date with changes to legislation and in good practice.

The school plan and all policy documents are available from the school office on written request. The usual amount of time given is 5 days and never longer than 10 days.

Copies of our accessibility guide are attached to this document and can also be found online at:

Action Plan

Areas required by DDA	Target	Strategies	Timescale	Responsibility	Success Criteria
Increasing the extent to which pupils can participate in the school curriculum	Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, support and recording methods CPD on scaffolding and ways to adapt the curriculum to meet individual need	Ongoing	HT and SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
	To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Ongoing	SENCO	Improved outcomes for pupils with an identified disability.
	To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes, assisted technology etc.	Ongoing	Class teacher and SENCO	Children will develop independent learning skills
	To meet the needs of individuals during statutory end of KS2 tests.	To meet the needs of individuals during statutory end of KS2 tests.	Annually	KS2 AHT, SENCO and HT	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
	To ensure children recovering from serious medical conditions are at minimal risk of contracting infections.	To ensure there is raised awareness of certain illnesses that can when contracted can jeopardised pupil recovery time.	Ongoing	SLT, School Office and SENCO	The school works closely with all parents and staff to ensure that infections and virus which can impeded/jeopardise a recovery are quickly identified and parents informed.
	Use ICT software/assisted technology to support learning	Make sure software installed where needed Chromebooks to be used 1 per pupil to meet need – e.g for spelling/.writing/reading support	Ongoing	Computing Leader and SENCO	Wider use of SEN resources in classrooms.
	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness. Review of out of school provision to ensure compliance with legislation.	Annually	SLT and EVC	All pupils in school able to access all educational visits and take part in a range of activities.

	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Purchase equipment to ensure a range of fully accessible sports equipment is available for all pupils	Ongoing	PE Leader and SENCO	All to have access to PE and can excel.
	To meet the needs of SEMH pupils who find it difficult to self-regulate	Develop a sensory space and safe space room	By end of 2021	SENCO and LM	Pupils can access easily to calm down and access learning more quickly
	To meet the needs of children with Complex needs/ASD	Develop safe class space in KS1 for pupils unable to access mainstream classrooms/curriculum	By sept 2023	senco	Pupils have access to an adapted curriculum and resources to meet complex needs
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. i.e. improved pathways etc... Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process	Termly Ongoing Ongoing Ongoing	Site Manager, SLT and Premises Committee SLT and CoG SLT SLT	All staff and governors feel confident their needs are met. Parents have full access to all school activities throughout the school. The school's recruitment process does not discriminate against any potential applicant with additional needs.
	Improve signage and external access for visually impaired people	Yellow (or appropriate alternate colour) strip mark step edges	See premises' plan	Site Manager	Visually impaired people feel safe in school grounds.
	Improve the lighting in all areas of the school i.e. installation of LED lights	LED lights are installed in all learning and administration areas over time to improve the environment for all pupils and staff.	See premises' plan	Site Manager	Visually impaired people feel safe in school grounds Pupils diagnosed with ADD/ADHD or with ASD are not unduly distracted/over stimulated by flickering and humming lights in their work area.
	Ensure all pupils with disabilities can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	Ongoing termly fire drills	Class teacher, SENCO and HT SENCO	All pupils with disability that might impact their ability to evacuate independently are catered for successfully

	All fire escape routes are suitable for all	Make sure all areas of school can suitable evacuation routes. Egress routes visual check	Termly Ongoing	Site Manager Site Manager	All fire evacuation routes are clearly marked and the evacuation procedure is known by all in the school community.
Improving the delivery of information in an appropriate format	To meet the needs of all pupils so they achieve their potential	Modify learning and other resources as required to cater for any known impairments Use of assisted technology and chrome books to support learning	ongoing	All staff	Barriers to learning will be reduced or removed, enabling children to achieve their full potential
	To meet the needs of individuals when sharing information/school news	Provide information in clear print in newsletters etc. for parents, visitors and staff. (On request)	ongoing	Admin team	All staff and governors, visitors, parents feel confident their needs are met and are fully informed of school news/information.
	To meet the needs of individuals when completing paperwork required by school.	The school office staff, Inclusion Manager, and staff in general, will support and help parents to access information and complete forms for them.	ongoing	All staff Admin team	All parents feel confident their needs are met and understand and are fully informed of school news/information.

We will make every reasonable adjustment to ensure everyone can access all that Giffards Primary School has to offer