



Greenfield Primary School ACCESSIBILITY PLAN

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

Greenfield Primary School

Accessibility Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The plan contains relevant and timely actions to:-

1. Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
2. Improve and maintain 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;
3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

Definition of disability according to the Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

School values

At Greenfield we are committed to providing an appropriate and high quality education for **all** children which enables them to:

- Be happy, highly motivated lifelong learners
- Achieve their very best in all areas of the curriculum
- Develop enquiring minds, creativity and a spirit of curiosity
- Develop self-confidence, self-esteem, self-reliance and self-respect
- Respect themselves, others and the world in which they live
- Be able to work collaboratively and independently
- Extend themselves in mind, body and spirit
- Develop flexibility, adaptability, technological and problem-solving skills required for the modern world

We consider our teachers to be a teacher of *every* child and we have the highest aspirations and expectations of all children including those with special educational needs and disabilities. We aim to provide all children with a broad, balanced, academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

Links to other documentation and policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Special Educational Needs and Disabilities Policy
- Supporting pupils with medical conditions
- Equal opportunities policy
- Overarching Behaviour Policy
- Curriculum Policies
- Educational trips policy
- Emergency Evacuation plan
- Health & Safety Policy
- School Development Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. Staff are made aware of the plan through meetings and relevant training sessions. Parents and pupils can access the plan by download from the school website or by request from the school office.

Review and monitoring

This plan is reviewed annually by the Learning and Wellbeing committee and every three years by the Business committee. The review will be informed by feedback from staff, pupils and parents including questionnaires, discussions and guidance from supporting agencies.

Training

Training will be included in SENCO and staff meetings, INSET days, CPD planning in performance reviews and arranged to meet the needs of specific needs of children.

Supporting partnerships to help develop and implement the plan

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs, working with the LA and specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Birkett House Outreach Team
- Autism Specialist Teachers
- Education Psychologists
- NHS Paediatricians

School support

Facilities and support currently on offer at the school include:

- SENCO
- Designated areas and support for 1:1 or small-group work
- A range of learning styles including, visual, auditory and kinaesthetic
- Visualizers and interactive Smartboards are used in all classrooms.
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- SEAL small group work (Social and Emotional Aspects of Learning)
- iPads/accessible technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions
- Access to Counsellor
- Bereavement support
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Outdoor learning
- Transition arrangements, planning and support

The school's Special Educational Needs and Disability report (Local Offer) published on the school's website provides information for parents.

Complaints procedures

Any complaints regarding this plan or accessibility will be dealt with under the school's complaints policy.

Appendix 1
Greenfield Primary School Access Improvement Plan

1. Improving physical access

Priority	Owner	Action	Resources/Cost	Time	Success criteria
Wheelchair access	Business Manager/ Site Manager	Existing disabled parking bay to be remarked and new signage installed. The kerb to be dropped to allow access up the ramp to the main entrance. Install bell outside the main entrance and disabled assistance notice.	Quotes to be obtained.	Work to be completed during the summer term 2017.	Level, improved access to entry to school, clearly defined space. Identifiable disabled assistance at school entrance.
Improve the quality of provision for children with specific special needs.	Business Manager	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs. Sensory garden to be included in the Paddock project.	Quotes to be obtained for sensory garden. Grant funding to be sourced.	Work to be planned successful grant funding.	The school experience enhanced for children with specific special needs.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO	Specialist equipment sourced as required for pupils with specific needs.	Included in SEND annual budget.	Ongoing.	All pupils are able to access the school and curriculum independently.
Provision of wheelchair accessible toilets with changing facilities.	Head teacher/Site Manager	Install a disabled toilet with changing table.	Completed - annual Maintenance budget.	Works completed by LA.	Accessible facilities for all users.
Stairlift to enable wheelchair/mobility impaired users to navigate the change in level from the SENCO room to the staff room and main corridor.	Head teacher/Site Manager	Install a safe suitable stairlift for flight of stairs.	Completed - annual Maintenance budget.	Works completed by LA.	Accessible facilities for all users.
Improve the quality of play equipment for children with specific special needs.	Business Manager	Provide inclusive outdoor gym equipment that enables children to support and work with each other on safe surface.	Completed - £12000 Grant and PTA funding sourced.	Works completed February 2017.	Accessible play facilities for all users.

2. Improving curriculum access

Priority	Owner	Action	Resources/Cost	Time	Success criteria
Training for teachers on differentiating the curriculum	Head teacher/SENCO	Undertake an audit of staff training requirements at annual performance reviews.	CPD budget determined annually.	Ongoing, Staff workshops and INSET days	All teachers are able to more fully meet the requirements of SEND children's needs with regards to accessing the curriculum
Audit of pupil needs and staff training to meet those needs.	SENCO	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Head teacher, Education Visits Co-ordinator	Educational visits policy includes requirements for SEND children and checklist for planning, risk assessment and inclusion.	Included in SEND annual budget.	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Increase in access to all school activities for all disabled pupils.
Classrooms are organised to promote the participation and independence of all pupils	Teaching staff and SENCO	Ensure Individual Education plan and Provision Maps assess reasonable adjustments required - equipment, support, environment and risk assess. Seek specialist advice.	Included in SEND annual budget.	Ongoing	All pupils are able to access the school and curriculum independently.

3. Improving written information

Priority	Owner	Action	Resources/Cost	Time	Success criteria
Availability of written material in alternative formats, braille, alternative language etc	All staff	Ensure staff are aware of services available to provide alternative formats.	Included in SEND annual budget.	Ongoing.	Written information available in alternative formats and languages, on request.