

Accessibility Plan Policy



GILES BROOK SCHOOL

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Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are 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, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and built on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Giles Brook Primary School building is twelve years old (2014) having been completely re-built and re-opened in May 2008 and is well designed to meet the needs of pupils with disabilities:

- Although the school is of two storeys there is a lift for disabled access and there are ramps to every external door.
- The immediate public-access to reception does not involve any steps.
- The school has three disabled toilets, one in the admin block for adults and one on each floor for pupil use.
- There is a specially designed access path from the hall down to the playground which complies with all the most recent disability legislation..
- Circulation space in corridors is good and all doors are designed to easily accommodate use by wheelchair users.

Definition of Disability

A disabled person is someone who has:

A physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Key Objective

To reduce and eliminate barriers in accessing the curriculum for pupils, prospective pupils and our adult users with a disability in order to fully participate in the school community.

Principles

1. Compliance with the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEN policy
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
 - not to treat pupils with a disability less favourably
 - to take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
 - to publish an Accessibility Plan
3. In performing their duties, governors and staff will have regard to the Equality Act 2010
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more

inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

Giles Brook Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

a) Access to Education

The employment of a specialist SENCo ensures that all staff receive advice and training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Access to information

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEN policy
- Child protection policy
- Single Equality Scheme
- Behaviour Policy
- Curriculum policies

Making it happen

Management:

- See the Accessibility Project Plan for details of activities and success criteria
- The Headteacher is responsible for management of the plan.

Co-ordination:

- The SENCo, Headteacher and Chair of Governors will co-ordinate the reporting and monitoring of the Plan

Implementation:

- The implementation of the Accessibility Plan will be Monitored by the Premises Committee

The success of actions taken will be reviewed annually each July.

Publication and availability of the plan

The Accessibility Plan will be made available in the Parents Information box in reception, on the school website and in the school policies file on the main server for all staff.

ACCESSIBILITY PLAN 2020-23

Targets	Strategies	Timeframe	Responsibility	Outcome
Equality and Inclusion				
To ensure that the Accessibility Plan is annually reviewed by FGB	Clerk to the Governors to add to agenda as required	Annually	CB, DW, SHi SEN Governor Governing Body	Plan reviewed Legislation adhered to
To insure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	Termly	DW, SHi SEN & Premises Govs	Policies are fully inclusive of issues related to disability and reflect current legislation
Physical Environment:				
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all	Audit of accessibility of school buildings and grounds by Premises Governors (invite a known parent with a physical disability to be included in the audit) Suggest actions to be implemented	At least one premises Governors meeting	Governors DW, SHi	Access to all areas will be regularly checked, improved and agreed to be fit for all pupils

Curriculum:				
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	On-going	CB, DW, SHi	Staff are able to enable all children to access the curriculum
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.	A real commitment to inclusion of all children in all activities and events	on-going	Classteachers/ Trip organisers	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met
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. E.g. special pencil grips, headphones, writing slopes etc.	Based on an 'if and when' need	Classteachers Parents TAs DW Specialist Teachers	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.
To meet the needs of individuals during statutory tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary	Annually	Classteachers DW SHi	Barriers to success will be reduced as far as possible enabling children to succeed with testing

<u>Written/Other information</u>				
To ensure that all parents and other members of the school community can access necessary information	Written information will be provided in alternative formats as necessary	As necessary	Office Manager Administrator Office secretaries	Parents with particular needs will have the same access to information as any other parent
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone or send home written information	Termly and when needed	Classteachers	Parents with particular needs will be informed of their children's progress