

Accessibility Plan

Glen Hills Primary 2017



This policy is reviewed every three years and was agreed by the Governing Body of Glen Hills in **Autumn 2017 and will be reviewed again in Autumn 2020**

Accessibility Plan to ensure Inclusion

Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty.

At Glen Hills Primary School we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff , parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Employ member of specialist teaching service for specific pupils • Team Teach Training for a number of key staff • Autism INSET • Attachment Disorder INSET • Specialist Assessments- reading, writing, maths • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Ongoing work with our own CMH counselling • EP assessments • School Nurse • LSA support for individuals • Pastoral Support Provision • Family Outreach Worker targeted support • Individual records 	Maximise number of LSAs to support pastorally and in teaching throughout school
Classrooms and other are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space 	Utilise outdoor area and other relevant spaces in school
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Learning Walks • Reviews • IEPs • Governors' monitoring 	continuous

Policy	Evidence	Action
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning walks • Book Scrutiny 	continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances • Swimming provisions 	continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings • Inclusion leader tracking of progress 	SENCo work with class teachers Relevant publications highlighted
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Survey follow up 	
The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none"> • Ramps are fitted • The school is a pathway school, so access is available throughout 	Ensure that no steps cause an obstruction (e.g. small step up to a small number of classrooms)
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, coloured overlays, triangular grips, IT etc to support individuals 	SENCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • Disabled access • Shower in Reception • Hoist, if necessary 	When not in regular use ensure good housekeeping/avoid storage
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> • Open door policy – regular contact with parents • Office support completing forms • Feedback on parent survey • Curriculum mornings / newsletters / website 	Provide additional support for children without the home support
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> • Through curriculum opportunities • Visitors to school • Assembly Themes 	Teachers to ensure a focus on this.