

Gayton Primary School
Accessibility Plan 2021- 2024



Aims of the Accessibility Plan

This plan outlines how Gayton Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Planning duty: Access to the curriculum.

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
To liaise with pre-school and all incoming nurseries/settings regarding incoming pupils who may need additional provisions being made to ensure a smooth transition when starting at school.	Early Years leader.	Regular communication with pre-school & other settings to ensure a transition programme is in place; promote good communication with additional settings.	Time	Termly meetings with pre-school.	Provision in place for when the child(ren) start at primary school.
To establish and maintain close liaison with parents.	All teachers SENDCO	Regular communication with parents regarding progress and necessary adaptations to the curriculum. PCP's in place or individual care plans for pupils with medical needs.	Time	Ongoing	Parents of children with SEND feel continually involved in their child's education.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	SENDCO Class teachers	Constant liaison with additional agencies regarding the needs of individual pupils.	CPD time	Resources	All staff are able to meet the needs of pupils with additional needs in their class.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits.	SENDCO All staff	All staff to carefully consider the needs of all pupils when planning any residential or educational visits/trips. Risk assessments in place for all residential experiences & trips/ educational visits. Full liaison with parents/carers regarding the needs of their child and how they can be fully accommodated.	Time	Ongoing.	All pupils able to access the wider curriculum including trips and residential visits.

<p>To include pupils with a disability, medical condition or other access needs as fully as possible in extra- curricular provision</p>	<p>SLT team Club providers.</p>	<p>Communication with external club providers regarding the needs of individual pupils in relation to their additional needs.</p> <p>Ensure that all club providers comply with all current and future legislative requirements.</p>	<p>Time</p>	<p>Ongoing</p>	<p>All pupils fully included in all before and after school activities.</p>
<p>To ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs.</p>	<p>SLT team including SENDCO</p>	<p>CPD programme to be in place to ensure regular programme of training is in place.</p>	<p>CPD time</p>	<p>Ongoing</p>	<p>Staff have a wider knowledge and understanding of the range of disabilities/ specific identified needs of pupils.</p>
<p>Review of TA deployment to support children with particular needs (including children with SEND and learning difficulties).</p>	<p>SLT team including SENDCO</p>	<p>Ensure that TA support is available during the key priority times dependent on the individual child. E.g. break times, lunchtimes, PE lessons etc to ensure that all children can access the full range of the curriculum.</p> <p>Teaching assistants to liaise with class teacher and SENDCO for additional resources and training to meet the needs of the children they specifically work with.</p>	<p>Time</p>	<p>Ongoing</p>	<p>All pupils with additional needs are appropriately supported within the school environment when required.</p>

Planning duty: Access to the environment.

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Personal evacuation plans (PEEPs) are completed for any children who require one.	SLT team	PEEP plans to be in place for individual pupils as required.	Time	Ongoing as necessary for individual pupils.	All staff, pupils and parents understand the plan and can follow it in an emergency situation.
Ensure disabled space is available in the car park and clearly indicated for use by parents/carers, disabled member of staff/visitors to school.	SLT team & Governors.	Disabled space in the carpark to be clearly marked and indicated. Disabled space to be left empty at all times.	Quote for cost of demarcating the car park space.	July 2022.	Clearly marked disabled space available in the staff car park.
Ensure that the school environment is completely accessible for children or staff in a wheelchair without facing barriers.	Governors & SLT team	Ensure that all aspects of the school building are accessible for pupils or staff in a wheelchair.	Time	Yearly check.	All children and adults in wheel chairs can access all parts of the school
To continue improving the physical environment of the school.	Governors.	Take into account the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises such as lighting, improved access, and more accessible facilities and fixtures.	Costs for upgrades/improvements.	Ongoing	Pupil and staff needs are fully met.
Classrooms are optimally organised to promote the participation and independence of all pupils and adapted to cope with necessary adjustments for covid-19.	All staff	Depending on the individual needs of pupils, staff to carefully consider preferred layout of furniture and equipment to support the learning process in individual class bases.	Time	Ongoing	Classrooms adapted to meet the individual needs of children.

Planning duty: Access to information.

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
To ensure that all parents/carers can access information.	SLT team	The school will make itself aware of of the services available through the LA for converting written information into alternative formats as and when required. Availability of written information in different formats.	Time	Ongoing	All parents/carers are able to access necessary information from school.
Make available school information for parents/carers based on SEN and disability.	SLT team	Provide information to parents via the school website regarding how pupils with additional needs will be supported within the school environment.	Time	Ongoing	Parents fully aware of how their child's needs will be met.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	SLT Team & Governors.	Survey parents regarding the quality of communication from the school.	Time	Ongoing	School aware of strengths with regards to communication and identified areas of development according to parents.