

Gamston St Peter's CofE Primary School

Accessibility Plan 2023

Be the best you can be.

Schools are required by the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to

- Increase the extent disabled pupils can participate in the curriculum
- Improve the physical layout of the school to enable disabled pupils to take better advantage of education, facilities and services provided
- Improve the availability of accessible information to disabled pupils

We have included a range of stakeholders in reviewing the previous plan and in the development of this plan, including pupils, parents, Family SENCo, staff and governors of the school.

Gamston St Peter's Primary School has adopted this accessibility plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum and that all pupils are appropriately challenged. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010. The school supports any available partnerships to develop and implement the plan.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the special Educational Needs and disability (SEND) Code of Practice 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Gamston St Peter's CofE Primary School is required to 'make reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils - e.g. the provision of an auxiliary aid or adjustments to premises.

Access for all - additional agency/staff support /specific needs
OBJECTIVE: To ensure all children have equal opportunities

Action	Lead	Monitoring	Action needed
Behaviour problems	All staff/TAs Specific TAs SENCo Head Teacher Bassetlaw Primary Behaviour Partnership	Behaviour policy followed CPOMS logs Individual behaviour plans where needed Parental involvement Completion of Boxall Profiles /Strength and Difficulties Questionnaires /Blue files Paperwork – assess plan do review cycle Parental involvement Staff training Outside agency views shared	Monitoring of targets linked to individual plans Monitoring of progress made with assessments undertaken/targets reviewed - plans in place All staff to take responsibility to log CPOMS incidents as needed – monitoring of these Parental views sought Follow General Development Assessment (GDA) if needed Personal Emergency Evacuation Plans (PEEPs) in place if needed Involve outside agencies for support as needed
Physical disability	SENCo Named TAs Physical Disability Support Services (PDSS)	Class teacher re changes in physical disability SENCo	Review environment Ensure inclusion - involve necessary agencies Monitor access to wider curriculum eg clubs PEEPs as needed
Medical conditions/ diagnosis	Healthy Family Team Relevant medical practitioners Head teacher SENCo Health and Safety Lead	Class teachers/SENCo Head teacher SENCo Health and Safety Lead	Check Medical Needs Policy Create a list of pupils Care Plans in Place Information/staff training for relevant staff Medication with consent for administration Personal and Intimate Care Policy /plans PEEPs as needed

Problems with co-ordination or concentration	Occupational therapists/physio therapists SENCo Parents	Intervention programmes eg Fun Fit, Dough Disco Monitored and evaluated	Relevant paperwork /assessments carried out Referral via GDA where needed Links with parents as needed
Speech and Language difficulties	Class teacher Parents TAs SENCo SALT	Tracking systems Intervention programmes eg Time to Talk/SALT programmes	Monitoring Referral to SALT (speech and language therapy) Report from SALT Sessions in school as required
Hearing impaired pupil	Class teacher TAs Parents Schools and Families Support Services (SFSS) Hearing Impaired team SENCo	Support/advice Individual plans/reviews Regular involvement Regular contact with parents Use of additional equipment	Advice followed Monitor progress carefully Follow individual targets
Delayed educational development	Class teacher /TAs SENCo Interventions tracked	Monitoring progress Review of interventions Pupil progress meetings Support from SFSS if needed/springboard referrals	Parental discussions Consent for referral Observations
Access to the physical environment	Head teacher SENCo PDSS – specialist team	The physical environment is accessible with reasonable adjustments made as needed The environment is reviewed as needed Support is provided by PDSS	Access to the toilets is reviewed for specific pupils in school Relevant plans are in place eg Personal and Intimate Care Plan

Access for all - Classroom /written word /curriculum access
OBJECTIVE To ensure all children have equal opportunities

Action	Lead	Monitoring	Action needed
All work to be adapted to ensure all children have appropriate access	All class teachers SENCo Head teacher	Head teacher SENCo	Regular monitoring/book looks/lesson drop ins/pupil interviews Feedback to staff Support as needed
Use technology to enhance learning - access to ICT/laptops/ipads Games /programmes to support Coloured backgrounds for whiteboards/ talking tins/recorders	All teaching staff ICT teacher SENCo	ICT teacher SENCo	Work scrutiny Classroom practice scrutiny Discussions with pupils
Use of appropriate aids – coloured paper, special pencils, pencil grips, reading rulers, sloping boards, wobble cushions, coloured paper, font, signs and symbols	All teaching staff SENCo TAs Pupil voice	SENCo TAs	Provide appropriate materials /resources Staff training Regular updates/reminders of resources available
Identify additional needs of pupils Pupils working either in focus groups or on individual targets	Class teachers TAs Parents SENCo Pupils	All school staff SENCo Parents Pupils Pupil progress meetings	Appropriate assessments are in place for all Regular tracking Interventions in place and monitored /reviewed
Visual timetables are in place where needed	All staff in school	SENCo Outside agencies	Use of Communicate in Print as needed
Additional support for pupils with EAL where needed	All class teachers	SENCo Head of school	Language support to identified individuals if needed Signs and symbols as needed Access an interpreter if needed

<p>Increase staff awareness around dyslexia and dyscalculia</p> <p>Work on dyslexia friendly classrooms</p> <p>Discuss dyslexia protocols</p>	<p>SENCo Class teachers TAs</p>	<p>LA Dyslexia Lead</p> <p>Dyslexia Friendly Schools folder</p> <p>Dyscalculia resources</p> <p>Specific identified pupils monitored and actions agreed</p>	<p>Training sessions delivered</p> <p>Request involvement from Local Authority specialist</p> <p>Protocols established and agreed</p>
<p>School trips are accessible to all</p>	<p>Class teachers TAs SENCo Head teacher</p>	<p>All trips are planned with specific needs in mind and adapted</p>	<p>All trips are fully risk assessed</p> <p>Advice sought from SENCo as needed</p>

TARGETS	Strategies	Outcomes	Timeline	Lead personnel	Monitoring	Intended impact
SHORT TERM						
To increase staff knowledge and expertise in understanding and working with pre verbal pupil	To discuss with pupil, parents, C&L team, ,class teacher SENCo and TA	Pupil has the best possible access to provision Independence is developed Equipment is ready to use daily	May 2024	SENCo Outside agencies	Daily/weekly review Review termly in full	Needs of pupil and staff are met
To increase staff knowledge and expertise in understanding and working with pupil with dyscalculia and dyslexia	Training for ALL staff in school Training /workshop sessions for parents	Identification of , planning and provision for pupils with dyslexia /dyscalculia is improved	Summer 2024 Autumn 2024	SENCo Head teacher SFSS dyslexia specialist teacher	Training has taken place Protocols discussed	Staff have increased expertise in working with pupils with dyslexia/dyscalculia

	Appropriate assessments in place					
To ensure the EYFS classroom is the best possible for pre verbal pupil and any necessary adaptations are explored	To seek advice from C&L team	Pupils access to learning is the best possible Adjustments made where possible	Spring 2024 Summer 2024	SENCo	Discuss and review with relevant agencies	Pupil transitions to next setting effectively
MEDIUM TERM						
The learning environment is fully accessible to all pupils	Learning walk Audit of environment Include views of parents /pupils Link to DFS status Use of matt laminating pouches	Plan is put in place to work on issues raised	Autumn 2024 Spring 2025 Summer 2025	SENCoer / Head Teacher	On-going policies ensure all needs are met e.g. blinds, buff paper, lighting, print adaptation	The audit is carried out The actions are worked on The environment is improved for all Regular annual

						review of environment
For the school to begin to develop a uniformed approach to having appropriate signs and symbols in every area of school	SENCo to work with staff on using Communicate in Print	All staff are aware of the programme and access it Signs and symbols are produced for display around school	Autumn 2024 Spring 2025	SENCo All staff	Head teacher SENCo	The school environment has a variety of signs and symbols Pupils increasingly use these around school
LONG TERM						
A whole school dyslexia policy is developed	Following training, audits and work in school a policy is developed	Clear protocols to follow across EYFS to Y6	Spring 2025 Summer 2025	SENCo	Governors Head teacher SENCo SFSS dyslexia specialist teacher	Clear protocols are followed through school
All those with physical disabilities can access the school buildings more easily	Consider automatic internal /external doors	Those with physical disabilities have more independence	Spring 2025 Summer 2025	Head of school SENCo		School buildings are fully accessible.

		Pupils /adults in school with wheel chair or walking frame to access safely and independently from the foyer	Spring 2027		Governors Visitors	
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The governing body also recognises its responsibilities towards employees with disabilities and will

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without unreasonable barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This document will be fully reviewed every 3 years and updated more frequently if needed. It is closely linked with many policies and documents including:

SEN Policy and SEN Information Report/Local Offer, Risk Assessments, Health and Safety Policy, Equality Policy, Equality and Diversity Report, Behaviour Policy

Reviewed: September 2023 Next review: Summer 2026

Signed Mr C Edwards (Head Teacher)

Signed Mrs Chambers (SENCo)

Signed Mrs Davies (SEN Governor)