

*Green Lane
Church of England*



Primary School

Accessibility Plan

Policy Title:	Accessibility Plan
Policy Author:	AER
Date Approved by Governing Body:	November 2018
Review Due:	Autumn 2019
<u>Date of Review</u>	<u>Description of amendments (if applicable)</u>

The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

Aims and Objectives

The aims of this accessibility plan are to:

- Improve awareness of equality and inclusion
- Increase access to the **curriculum** for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities;

Attached are action plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan will be published on the school website and will be monitored through the Governor Finance and Premises Committee

Green Lane C.E. Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Links to other policies

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

- [Behaviour Policy](#)

- Getting Along (Anti Bullying)
- Creative Curriculum and Assessment Policy
- Business Continuity Plan
- Equality Policy
- Health & Safety Policy
- School Security Policy
- Fire Safety & Emergency Plan
- Evacuation Plan for People with Disabilities
- School Brochure
- School Improvement Plan
- Special Educational Needs & Disabilities Policy
- Epilepsy Policy
- Administration of Medicines Policy
- Asthma Policy
- Intimate Care Policy
- Young Carers Policy
- Policy for Supporting Children with Medical Conditions
- Policy Statement on Continuing Professional Development

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team (SLT) will work closely with the Local Authority and Diocese.

Action Plan

Aim 1: To improve awareness of equality and inclusion

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Accessibility Plan and Equality Statement to be considered annually by governors	To ensure that this is listed on the agenda of the Finance & Premises Committee annually To ask School Council to discuss the plan annually	Annually	HT / SBM HT / SENDCO	Current legislation adhered to
Training to raise awareness of equality disability issues	Discuss perceptions of issues with staff and governors to assess current awareness levels Provide training for governors, staff, pupils and parents as appropriate	Annually	HT / SENDCO	Whole school community aware of issues relating to access
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT, SENDCO & SLT	All policies clearly reflect inclusive practice and procedure

Aim 2: To increase access to the curriculum for pupils with a disability,

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. We will continue to review and adapt the school curriculum as necessary depending on the individual needs of our pupils. The Senior SLT work alongside the SENCO, staff and parents to ensure all children are encouraged to reach their full potential, in all areas of school.

SHORT TERM:

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review	To identify pupils who may need additional to or different from provision for new intake	Ongoing	HT & EYFS teacher	Procedures / equipment / ideas set in place

potential intake for Foundation Stage in Sept				ready for starting in Sept
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT All Teachers	Clear collaborative working approach
To ensure full access to the curriculum for all children	To offer a differentiated curriculum with adjusted provision as required To use Target Tracker to assess progress in different subjects To provide a range of support including trained teaching assistants To provide multisensory activities to support curriculum areas as needed To provide access to specialist advisory support and equipment as necessary	Ongoing	SLT / Teachers / SENDCO / Support staff / Outside agencies	Advice taken and strategies evident in classroom practice Children on SEND register supported and accessing curriculum
Use ICT to support learning	To provide interactive ICT facilities and software as appropriate to meet the needs of individual children	As required	SLT / Teachers/ SENDCO	Wider use of SEN resources in the classroom
To establish close liaison with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing throughout	SLT / Teachers / support staff / outside agencies	Clear collaborative working approach

MEDIUM TERM

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review attainment of all SEN pupils with disabilities	SENDCO / Class teacher meetings/ to review pupil progress Scrutiny of Target Tracker data Regular liaison with parents	Termly	Class teachers SENDCO	Progress made towards SEN Support Plan outcomes Provision mapping shows clear steps and progress made
To promote the involvement of disabled students in classroom discussions/activities	Take into account a variety of learning styles and needs when teaching	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms

				Ensuring that the needs of all disabled pupils, parents and staff are represented within the school
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LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually	See above	Annually	HT SLT Governors	All children making good progress.
To deliver findings to the Governing Body	Regular meetings with SEND governor and feedback to Governor committee meetings	Termly / ongoing	SENDCO SLT / SEND Governor	Governors fully informed about SEND provision and progress

Aim 3: To improve and maintain access to the physical environment of the school, adding specialist facilities as necessary

The school occupies the ground floor of a two storey building, with High Force Education SCITT based on the second floor. Major refurbishment of the building was carried out by the Local Authority in 2011 and all works were therefore DDA compliant. The building has wide corridors and several access points from outside. The classrooms are all on the ground floor with wide door access to all rooms. The floor level of the Foundation Stage classroom is four steps lower than the rest of the school, accessible via a stair lift and there is level access from their outside area. The hall and dining area is up four steps, and is accessible to all via a stair lift.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one off the Foundation Stage room, one outside the Hall and one in the main reception area. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Actions to improve physical accessibility have been identified, prioritized and included as part of this plan. It may not be feasible to undertake some of the works during the life of this plan and therefore some items will roll forward into subsequent plans.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensuring all with a disability are able to be involved	<p>Create access plans for individual disabled children as part of SEN Support plan process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</p>	With immediate effect, to be regularly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
Improve physical environment of school environment	Take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises	Ongoing	HT SLT	Enabling needs to be met where possible
Ensure nosings on stage steps are readily identifiable	Warning tape to be renewed as necessary	Ongoing	SBM / caretaker	No trips on stage steps
Ensure toilet fittings are easy to distinguish	Adhere tile transfers to splash back	Autumn 2018	SBM / caretaker	All toilets easy to distinguish
Ensure provision of toilet doors which are easily gripped and operated	Fit sliding lock to one cubicle in each set of toilets	Autumn 2018	SBM / caretaker	Easy to operate toilet doors readily available
Ensure all disabled on site can be evacuated safely	Put Personal Emergency Evacuation Plan (PEEP) as required	As necessary	SENDCO	All evacuated safely
Provide kitchen fixtures & fittings suitable for use by the disabled	Kitchen adapted	If the need arises	SBM / Caretaker / Catering Contractor	Meeting needs as required
Provide visual alarm signal	Upgrade alarm system to include strobe lighting	If the need arises	SBM / caretaker	Meeting need as required
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	Ongoing and to be regularly reviewed	Head Teacher SBM Occupational health	Ensuring needs are met

Ensuring disabled parents have every opportunity to be involved	<p>Reserve disabled parking spaces for disabled to drop off & collect children</p> <p>Arrange interpreters from the RNID to communicate with deaf parents if necessary</p> <p>Offer a telephone call/conversation to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the access requirements of disabled parents</p>	Ongoing and reviewed as necessary	<p>Whole school team</p> <p>With immediate effect to be regularly reviewed</p>	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
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MEDIUM TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve community links	School to continue to have strong links with schools in Durham Local Authority and the wider community	Ongoing	<p>SLT</p> <p>All staff</p>	<p>Improved awareness of disabilities/the wider community of Barnard Castle, County Durham and the world and their needs</p> <p>Improved community cohesion</p>

LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
Ensure driveway, roads & paths around school are as safe as possible	<p>Communication with parents via safety messages / newsletters / website</p> <p>Bikeability and Pedestrian Training</p>	Ongoing	<p>SLT</p> <p>Social, Emotional Health and Wellbeing Worker</p>	No accidents
Safe access to stage for all	Fit hand rails to stage steps	If need arises	SBM / caretaker	Inclusive access to stage area
Provide an induction loop in school hall	Upgrade hall sound system to provide induction loop	If need arises	SBM	Loop system available for those with hearing impairment

Maintain accreditation of Rights Respecting School Award	Continue to work maintain standards associated with the accreditation	Ongoing	SLT Class teachers Social, Emotional Health and Wellbeing	Achievement of award
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Aim 4: To improve the delivery of written information to pupils, staff, parents and visitors with disabilities

The purpose of this aim is to ensure that written information that is normally provided by the school to its pupils is also available to disabled pupils, e.g. worksheets, textbooks and information about school events. The information should take account of pupils' disabilities and pupils and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and source of such support and materials to make the provision available when it is required. The school ICT infrastructure will enable us to access a range of material to support individual needs.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access curriculum
Make available school brochures, newsletters and other information and in materials, for parents/carers in alternative formats	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats	As needed	All staff	The school will be able to provide written information in different formats when required for individual

MEDIUM TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's	Information collected about new children	Annually	Class teachers	Each teacher/staff member aware of

awareness of any disabilities	Records passed up to each class teacher End of year class teacher meetings Annual reviews SEN Support plan meetings Medical forms updated annually for all children Personal health plans Details of children with significant health problems displayed on staffroom notice board		Office Staff Outside agencies	disabilities of children in their classes
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LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
In school record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school