

**Accessibility Plan**

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| **Policy Title:** | **Accessibility Plan** |
| **Policy Author:** | **RDG** |
| **Date Approved by LAC:** | **September 2023** |
| **Review Due:** | **Autumn 2025** |

**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.’

**Durham and Newcastle Diocesan Learning Trust Vision Statement:**

At the heart of our vision is our commitment to ensure all of our schools are places where children and young people develop and thrive academically, socially, culturally and spiritually. The drive for excellence and effectiveness in our schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God is a sign and expression of the Kingdom and is at the heart of the Trust’s distinctive mission.

## 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 a biannual basis.

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
  + Equality Policy
  + Health & Safety Policy
  + School Security Policy
  + Fire Safety & Emergency Plan
  + Evacuation Plan for People with Disabilities
  + School Prospectus
  + School Improvement Plan
  + Special Educational Needs & Disabilities Policy
  + Administration of Medicines 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

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| **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Accessibility Plan and Equality Statement to be considered biannually by governors | To ensure that this is listed on the agenda of the Finance & Premises Committee at least biannually subject to legislative changes  To ask School Council to discuss the plan biannually | Biannually | 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:**

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

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| **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 assessment 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 biannually | See above | Biannually | 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 | Yearly / 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 and the hall and dining area is up four steps from the main entrance, 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.

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| **SHORT TERM** |  |  |  |  |
| **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Ensuring all with a disability are able to be involved | Create access plans for individual disabled children as part of SEN Support plan process  Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.  Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events | 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 | Ensure tile transfers are adhered to splash back | Ongoing | SBM / caretaker | All toilets easy to distinguish |
| Ensure provision of toilet doors which are easily gripped an operated | Ensure sliding locks are fitted to cubicles in each set of toilets | Ongoing | 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 stimulating environment for all children | Warm, neutral displays in classrooms and inviting role play areas | Ongoing | Teaching and non-teaching staff | 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 | Headteacher  SBM  Occupational health | Ensuring needs are met |
| Ensuring disabled parents have every opportunity to be involved | Reserve disabled parking spaces for disabled to drop off & collect children  Arrange interpreters from the RNID to communicate with deaf parents if necessary  Offer a telephone call/conversation to explain letters home for some parents who need this  Adopt a more proactive approach to identifying the access requirements of disabled parents | Ongoing and reviewed as necessary | Whole school team  With immediate effect to be regularly reviewed | 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 | SLT  All staff | Improved awareness of disabilities/the wider community of Barnard Castle, County Durham and the world and their needs  Improved community cohesion |
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| **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 | Communication with parents via safety messages / newsletters / website / twitter / facebook / weduc / school app  Bikeability and Pedestrian Training | Ongoing | SLT  Social, Emotional Health and Wellbeing Worker | 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 work to maintain standards associated with the accreditation | Ongoing | SLT  Class teachers  Social, Emotional Health and Wellbeing | Achievement of award |

# 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.

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| **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 prospectus 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 |
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| **MEDIUM TERM** |  |  |  |  |
| **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To review children’s records ensuring school’s awareness of any disabilities | Information collected about new children  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 | Annually | Class teachers  Office Staff  Outside agencies | Each teacher/staff member aware of disabilities of children in their classes |
| **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 |