



Accessibility Plan 2016 – 2018

Written: September 2016

Introduction

Gomersal Primary School already provides for the additional needs of disabled pupils who have special educational needs (SEN). The Disability Discrimination Act 2005 (DDA) outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. The new duties build on and complement best inclusive practice. One of the new duties is to plan to increase over time the accessibility of schools for disabled pupils.

Aims:

To provide access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

To improve access to the physical environment of the school. This covers improvements to the physical environment of the school within the constraints of the buildings and site and physical aids to access education.

To provide appropriate delivery of information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, 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.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to- day activities.

Monitoring

As part of their inspections, OFSTED will monitor schools' accessibility plans. The Secretary of State can intervene where a school is not complying with the planning duty and can direct a school to do so. The school's complaints procedure will cover accessibility issues should they arise.

Identifying Barriers to Access:

This list should help us identify barriers to access that exist in the school.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

Section 1: How does our school deliver the curriculum?

Question	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Are our classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do staff recognise and allow for the extra breaks in concentration needed by some disabled pupils, for example during intervention programs?	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√	
Do we provide access to computer technology appropriate for students with disabilities?	√	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

Section 2: Is our school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, and outdoor sporting facilities, playgrounds - allow access for all pupils?	√	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	√	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√
Are areas to which pupils should have access well lit?	√	

Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment? Is furniture and equipment selected, adjusted and located appropriately?	√ √	
--	--------	--

Section 3: How does our school deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√	
If such a service became necessary, could we implement it quickly?	√	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√	
Do we have the facilities such as ICT to produce written information in different formats?	√	
Do we ensure that staff members are familiar with technology and practices developed to assist people with disabilities?	√	

Physical Access to the School Building

	Targets	Strategies	Timescale	Responsibility	Success criteria	Review
Short term	1. School is aware of the access needs of disabled children, staff and parent/carers	a) Create access plans for individual disabled children as part of support plan process when required c) Include questions in the confidential pupil information questionnaire given to new starters about parents/carers' access needs and ensure they are met in all events.	Ongoing From Sept 2017	HT/Governors LD	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Parents able to access fully all school activities.	
	2.School staff and governors to be aware of recruitment and retention access issues and legislation		By Jan 17 Ongoing	MC/LL	Access issues not influencing recruitment and retention decisions.	
	4. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when not working	Ongoing	Site Manager	Visually impaired people feel safe in the grounds Access around the site easier for all.	
	5. Ensure that all disabled pupils can	a) Put in place Personal Emergency Evacuation Plans for all children	When the need arises	SENCo/Class teacher	All disabled children and staff working with	

	be safely evacuated	a) Develop a system to ensure all staff are aware of their responsibilities			them are safe and confident in event of fire.	

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibility	Success criteria	Review
Short Term	1. Increase confidence of staff in differentiating the curriculum	a) Assign CPD to training identified e.g. Sp and L, dyslexia, differentiation	By July 2017	HT/DHT	Raised confidence of staff in strategies for differentiation and increased pupil participation	
	2. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access relevant each year	Planned yearly	SENCo	Raised confidence of TAs as above.	
	3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	Ongoing	SENCo Team	All staff aware of individual pupils' access needs.	
	4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Teach staff and children to use speaking and non-speaking spell checks, word shark etc.	Ongoing	SENCo	Wider use of SEN resources in mainstream classes.	
	5. Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible	Ongoing	EVC lead/CC	All children in school able to access all school trips and take part in range of	

					activities.	
Medium Term	1. Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to	By July 2018 On-going	SENco/PE Subject Leader "	All children able to access PE and disabled children more able to excel in sports.	

		including disability sports				
	2. Review curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews	By Jan 2018	Subject leaders	Regularly review disability issues all curriculum areas.	
Long Term	1. Develop consistent approach to differentiation	a) Organise staff meetings to share good practice	Ongoing in Staff Meeting agendas	HT/DHT	All staff confident and consistent in range of differentiation	
	2. Ensure disabled children participate equally in after school and lunch time activities	a)) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for excluded pupils	Termly	All staff who lead activities	Disabled children confident and able to participate equally in out of school activities.	
	3. Raise awareness all staff of disability equality	a) Awareness for all staff on disability Equality in staff meetings	Ongoing	SLT	All staff work from a disability equality perspective.	

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria	Review
Short Term <input type="text"/>	1.Regularly review information to parents/carers to ensure it is accessible <input type="text"/>	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print	Annually from Sept 2016 Sept 2016	HT/DH "	All parents getting information in format that they can access e.g. large print	
	2. Ensure all staff are using the 'child friendly' Pupil Passport support plans to maximum advantage	Parents/carers have copies of Pupil Passports termly	Ongoing	SENCo	Staff more aware of pupil's role in 'My Support Plans'	

Medium Term	1. Redesign school Prospectus to be accessible	a) review Admissions Policy to ensure it explicitly welcomes disabled children and those with SEN	Sept 2016	AB "	Parents/carers feel confident in the information they have about the school.	
	2. Produce accessibility advice and for parents of disabled children	a) Set up SEN area on website	Sept 2016	SENco Team	Increased confidence of parents of disabled children and those with SEN to support their children's education.	
Long Term	1.Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	On-going On-going	All teachers	Children able to articulate their access needs and understand their own learning styles.	
	2. Review all signs in school to include Makaton Symbols	a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text	Jan 2018	SENco	Everyone can understand signage and find way around school.	
	3. Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	Sept 2016	SENco Team Staff meeting	All children clear about timetable and secure about what is happening.	