



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

Accessibility Plan

2020 – 2023

The Accessibility Plan should be read in consultation with the SEND Policy, the SEN Information Report and the Annual SEN Report.

Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities.
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils.
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3).

Approved by:	Full Governing Body	Date:	December 2020
Last reviewed on:	December 2020		
Next review due by:	Summer 2023		

Introduction

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3 year timescale to prevent disabled pupils from being treated less favourably than other pupils.

South Gosforth First School aims to:

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

The Governors and Staff of South Gosforth First School recognise our duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan which will plan to increase access to education for disabled pupils.
- To make 'reasonable adjustments' (Equality Act 2010) to support all of our families.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

South Gosforth First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Annual review of the school's strategic vision statement and School Development Plan.
- Annual review of school's SEND Policy and SEN Information Report.

Contextual information

South Gosforth First School has traditionally been a smaller than average school, but in September 2019 the school completed its expansion to be able to support 300 children and is now two-form entry from Reception to Year 4. Provision is all on one level with no steps. The school has one large yard and one field accessed through wide doors. Access to the school is along a drive way with pedestrian pavements. These feed into narrower walkways around the side of the school and into the grounds. The school also has entry via a path across the field which is wheelchair accessible. Main entrances have easy, level access. Two disabled parking spaces are situated next to the main school entrance for those who may have problems accessing the site. These are clearly marked and kept free for need. The school has two adult toilets with standard toilet and hand rails, big enough to accommodate a wheelchair. An initial access audit was carried out resulting in a series of actions. This plan continues to determine the actions in the accessibility plan.

Previous adaptations made to the school:

- Entrance doors and foyer area of school reconfigured for easier access and adapted to provide greater security with push button access and camera entry.
- Internal doors into the main school are on a key card system and are able to be opened to create a wide doorway.
- Adaptations to EYFS indoor and outdoor area, including removal of dividing walls has provided maximum space for cohort.
- Two new classrooms which are larger than existing classrooms created when moved to two-form entry, furniture is higher to reflect age of children.
- Additional toilets created with expansion, with access available from the field.
- Dining hall enlarged to reflect increasing numbers in school.
- Additional pedestrian access to site via a new path across the field.

- SENCo office created to give a dedicated space for storing SEN resources, meeting with parents/ carers and completing small group activities and assessments.
- Provision of clearly marked disabled parking bays in the staff car park.

Information about the school's disabled population

South Gosforth First School's population often has children who have some kind of impairment, be it physical or mental. Some children may have moderate and specific learning difficulties.

Led by our Special Educational Needs Co-ordinator (SENCo), who holds the Postgraduate Certificate in National Award for Special Education Needs Co-ordination, has completed a Level 6 module in strategic lead for pupils who have experienced relational trauma and loss and is a Thrive licensed practitioner, the school already makes additional provision for pupils with special educational needs to access the curriculum through the SEND Framework and this will also cover many disabled pupils. Additional support, including allocation of learning support assistants, and resources are targeted to support those pupils within school.

EYFS staff make contact with or visit all nursery providers and discuss the children who will be admitted to school in their Reception year. If any children have additional needs the Local Authority and health advisers are contacted for support and guidance.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Parents/carers, lead first aiders and where appropriate medical professionals work together to produce individual healthcare plans. Where children have significant health problems, all appropriate adults are informed. Photos of children at risk are shared with relevant staff and photographs of those with food allergies are made available to kitchen staff.

School staff also work in consultation with medical staff to support children in school with additional medical conditions. Staff are highly aware through effective communication of the issues faced by our disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

South Gosforth First School is a nut free school and signage is prominently displayed around school stating this. Where we have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions individual healthcare plans are in

place for these pupils and staff have received the appropriate training to administer any emergency medication, including the use of an EpiPen or Jext. The school also has its own defibrillator.

There are two lead first aiders in school and a number of other staff have received first aid training. All members of support staff in the Early Years Unit have current Paediatric First Aid qualifications.

Areas to be considered in the action plan are:

1. Increasing access to the school curriculum

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes.

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other professionals involved with children who may have special requirements and from health and safety officers as appropriate.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework and this will also cover many disabled pupils. T.A. support and resources are targeted to support those pupils within school.

The school has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents/carers and practitioners.
- Staff training on specific learning needs to support staff to create clearly differentiated teaching sequences to meet every need.

- The allocation of resources e.g. laptops, coloured acetates, consumable materials and equipment to support reasonable adjustments from the delegated budget allocated to resources.
- Ensure that all curriculum development work reflects fully the requirements of the Equality Act 2010.

2. Improving access to the physical environment of the school

South Gosforth First School will take into account the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises. The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

We are well equipped and resourced to meet the needs of the general school population and resource provision is a feature of the School Development Plan. This provision is subject to annual planning and review. When building maintenance and repair work is carried out consideration is given to recommendations in the Access Audit. Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff. Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.

The school has set the following overall priorities for improving access to the physical environment:

- Fitting of an alarm system in the disabled toilet.
- Adaptation of one of the disabled toilets into a fully equipped medical room which can also be used for intimate care if required.

3. Improving the delivery of written information to pupils with disabilities and their families

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. This may include: hand-outs, timetables, worksheets, notices, information about school events, all curriculum material, displays, and material on ICT systems. The information should take account of pupils' disabilities and

pupils' and parents' preferred formats and should be made available within a reasonable time frame.

In planning to make written information available to disabled pupils and/or parents school will establish the exact need and then meet it. School will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs. Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

The school has set the following overall priorities for delivering written information:

- Ensure all signage around school has clear written information using a large font and visuals where possible.
- Increased use of social media to share information with families.
- Development of a new school website with accessibility functions.
- SENCo to liaise with the Children's Vision Team to support any children in school who require differentiated resources and presentation of written information.

Provision in an Emergency

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children, including an evaluation of procedures.

Monitoring

This policy was reviewed and agreed by the Governing Body. Monitoring will be undertaken by the Resources and Finance Committee of the Governing Body, with advice from key professionals. We are aware of the need to review the Accessibility Plan regularly and it will be updated as a minimum every three years. This plan complements our SEND Policy, SEN Information Report, Annual SEN Report, Equalities Statement, Supporting Pupils with Medical Conditions Policy and Safeguarding Policy.



Targets	Strategies	Outcome	Timescale
<p>Improving access to the curriculum</p> <p>To increase the extent to which all pupils including disabled pupils can participate in the school curriculum.</p>	<p>Ensure staff CPD has regular SEND focus and appraisal/professional development includes SEND.</p>	<p>Staff aware of issues.</p>	Ongoing.
	<p>Ensure specific staff have training to support the needs of our children with additional needs, including medical conditions.</p>	<p>Staff can meet needs of children, supported by relevant medical professionals.</p>	Ongoing.
	<p>Review deployment of support staff using associated data analysis, knowledge of needs and Individual Healthcare Plans to support children.</p>	<p>Children who are entitled to support receive it and progress is regularly monitored and reviewed.</p>	Termly.
	<p>Compile list of children who have medical needs e.g. asthma.</p>	<p>All appropriate staff aware of the medical needs of children.</p>	Annually, with amendments as required.
	<p>Revise policies and procedures for supporting pupils with medical conditions.</p>	<p>Parents/ carers have access to policy and training is given to relevant staff where necessary.</p>	Annually.
	<p>Set up pre-admission meetings with families with SEN children. All documentation shared with relevant staff.</p>	<p>Pupil Profiles reflect needs of children. Planning for SEN is appropriate, staff are aware of needs and can make reasonable adjustments as required.</p>	Annually in Summer Term.
	<p>Ensure all visits and extra-curricular activities allow full involvement of every child.</p>	<p>All children able to access every aspect of the curriculum. Educational Visits Co-ordinator (EVC) to review each visit request to ensure access for all.</p> <p>SENCo to monitor attendance of clubs by children with SEN and disabilities.</p>	Ongoing.
	<p>Talk with new providers of extra-curricular activities to ensure access for every pupil.</p>	<p>P.E. co-ordinator to monitor access arrangements for all extra-curricular sports clubs.</p> <p>Other clubs to liaise with Head teacher.</p>	As required.
	<p>Build up curriculum resources to support the needs of all children.</p>	<p>Resources appropriate to need.</p>	Ongoing.
	<p>Build up staff and pupil awareness of disabilities through PSHE sessions,</p>	<p>School has an ethos of inclusion, with 'No</p>	'No Outsiders' training with

	assemblies, visitors and school events.	Outsiders' as its core message. Development of new PSHE Curriculum which incorporates RSE and 'No Outsiders' texts.	Andrew Moffat for all staff in October 2020. To begin following consultation in Spring 2021 and reviewed annually.
Develop access to the physical environment of the school To improve the physical environment of the school building and grounds to enable disabled pupils and family members to take better advantage of education, benefits, facilities and services provided.	Ensure disabled toilets are suitably equipped, including the instalment of an alarm feature. Alarm mechanism to be installed in the disabled toilet not being reconfigured into a medical room.	Disabled toilets are fit for purpose.	Autumn Term 2020.
	Development of a fully equipped medical room to provide a dedicated space for first aid, medical interventions and intimate care.	School to have a dedicated medical room in line with The School Premises (England) Regulations 2012.	To begin plans for building work in Autumn Term 2020.
	The school will make every reasonable adjustment to ensure any parent with a disability is supported to attend school events, e.g. wheelchair spaces marked in Hall for performances.	Special arrangements are made at all school events to ensure access for all parents.	Ongoing.
	All external spaces to be made as accessible as possible through regular maintenance checks and cleaning.	The outdoor areas can be utilised all year round and are accessible to all.	Ongoing.
Improving Delivery of Written information To improve the availability of accessible information to disabled pupils and family members.	Audit signage around school to ensure that all school users find it accessible. Replacement of signage to ensure consistency around school.	Improved signage around school grounds and building.	Spring Term 2021.
	Increased use of social media to alert parents to events and notices.	School regularly uses Twitter and Facebook to communicate messages to families.	Ongoing.
	Development of a new school website with accessibility functions.	Information on the school website is accessible to all families through the use of accessibility functions.	Development of website in Autumn 2020 with ongoing review of information presented and formats.
	SENCo to liaise with the Children's Vision Team to support any children in school who require differentiated resources and presentation of written information.	All children can access written resources presented to them in lessons.	As required.