

GEORGIAN GARDENS C. P. SCHOOL
Accessibility Plan

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2 According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to- day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3 This Accessibility Plan forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5 It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6 The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1 At Georgian Gardens C. P. School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Georgian Gardens C. P. School aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils i) with special educational needs
ii) and / or disabilities

2.2 In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3 In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4 As stated above, Georgian Gardens C. P. School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Georgian Gardens C. P. School's Special Educational Needs & Disabilities (SEND) Local Offer
- Georgian Gardens C. P. School's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1 The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection that:

'The school accurately identifies disabled pupils and those who have special educational needs. Most make better than expected progress from their starting points because help is targeted, timely and well delivered.'

(Ofsted Inspection Report March 2014)

3.2 Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1 Georgian Gardens C. P. School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2 The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the West Sussex SEND team, outreach services, health professionals and Educational Psychology Service, the SENCO manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3 The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4 The school works closely with specialist services including:

- Advisory Teachers
- Portage Workers
- Occupational Therapists
- Physiotherapists

- Speech and Language Therapists
- Educational Psychology Service
- West Sussex SEN Team Advisory Teacher for SEN
- CAMHS
- GPs and Paediatricians
- Diabetes Nurse
- Epilepsy Nurse
- School Nurse Team
- Children and Family centres
- Learning, Behaviour Inclusion team
- Autism and Social Communication Team
- Counselling
- Play Therapist
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching and learning assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Specialised feeding e.g. gastric feeding
- Physiotherapy
- Diabetes monitoring

3.2.6 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- AHT Inclusion/SENCO and Family Support Manager to access Early Help and other agencies, e.g. Young Carers
- AHT Inclusion/SENCO
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- SEAL small group work (Social and Emotional Aspects of Learning)
- Makaton sign language
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Write From the Start, Jump Ahead (fine and gross motor skills)
- Fully accessible disabled toilets with showering facilities
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Parent Forum for parents of children with SEND
- Advice and support from School Nurse Team
- Health Visitor Drop in
- Family Centre Drop in with Family Support Worker
- Counselling
- Play Therapy

- Medical Room and Paediatric First Aiders
- Outdoor learning
- Use of diagnostic assessments, e.g. British Vocabulary Picture Scale (expressive language), Dyslexia Portfolio, York Assessment of Reading Comprehension (Reading), SPAR Spelling (Spelling), Sandwell (maths), Phonological Assessment Battery (PhAB) are just a few
- Transition arrangements, planning and support

3.2.7 The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3 Current Actions: improving access to the physical environment of the school

3.3.1 This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2 There are very few parts of the school to which disabled pupils have limited or no access. The area of the school where there is no access is the Year 6 hut

3.3.3 In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

4. Review and Implementation

4.1 The Accessibility Plan is reviewed annually by the school's Governing Body.

4.2 The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2017-2020 is attached alongside the school's current plan in Appendix 1.

4.4. The actions have been shaded as follows:

- GREY for actions that are complete
- ORANGE for actions that are to be carried over to the next action plan
- GREEN for actions that are complete but require ongoing activity

4.5. Information on how to view this plan is included in the Disability Equality Scheme, in the school prospectus and on the school's website.

Appendix 1
Accessibility Plan 2017 - 2020

Part 1 of the Disability Equality Duty Accessibility Plan: to increase access to the curriculum for disabled pupils

Priority	Details	By whom	By when	Resources	Success criteria
1.To ensure the medical needs of the children are met	<ul style="list-style-type: none"> To continue to update medical list showing needs of all pupils To update Managing Medicines policy To liaise with the school nurse To update Healthcare plans To discuss at TLA and staff meetings. 	AHT's, & First Aid Team	July 2017 then ongoing	Staff meeting time Release time for First aiders to make necessary updates	<ul style="list-style-type: none"> Healthcare plans updated yearly Managing medicines policy updated Medical list updated All staff to be aware
2. To review the use of ICT to support pupils & staff with disabilities	<ul style="list-style-type: none"> To explore how ICT can support those children who find writing a challenge eg Clicker 5, voice recognition, keyboard skills, etc. 	SENCO Learning Mentor ICT Leaders	Jan 2018 then ongoing	Staff meeting/ INSET time Release time for ICT Leaders to attend the BETTS Show	<ul style="list-style-type: none"> Review completed Staff made aware of ICT available to them to use in school.
3. To create opportunities for pupils to develop friendship skills	<ul style="list-style-type: none"> Use the Social Inclusion Survey and existing knowledge to identify appropriate children 	Learning Mentor	July 2017	Release time for the Learning Mentor to analyse results	<ul style="list-style-type: none"> Less children feeling they have no friends More positive inclusion surveys Scaling of children's views.
4. To continue to ensure that staff are aware of their responsibilities	<ul style="list-style-type: none"> Consider carefully when planning trips Show on risk assessment To review annually and highlight good and bad examples 	All staff	Ongoing	Staff meeting time	All Governors and staff to have an awareness of responsibilities.
5.Develop inclusive, quality first teaching	<ul style="list-style-type: none"> Information for teachers on differentiating and personalising the curriculum for pupils with additional needs 	All Staff	See School Improvement Plan	Staff meeting/ INSET time	<ul style="list-style-type: none"> Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
6.Develop as a Speech, Language and Communication (SLCN) friendly school	<ul style="list-style-type: none"> To audit, reflect on current practice. Identify any gaps in SLCN provision. Implement changes to improve the provision of children with SLCN. 	All Staff	October 2017	Staff meeting/ INSET time	<ul style="list-style-type: none"> Increased access to the curriculum for pupils with SLCN. Initial audit of how SLCN friendly the school is informing development points. Classroom practice is adapted to meet the needs of children with SLCN.

7. To ensure effective use of play therapy, Learning Mentor and Therapeutic Story Writing to support the emotional needs of pupils	<ul style="list-style-type: none"> • Use existing strategies to identify appropriate children • To use scaling and questionnaires before and after to gauge effectiveness of interventions 	SENCO Family Support Manager Learning Mentor	Ongoing		<ul style="list-style-type: none"> • Effective targeting of children • Improved attendance, concentration and performance of targeted children
8. To continue to gather the views of adults and children about their views to learning and the inclusiveness of the school.	<ul style="list-style-type: none"> • Meet with different groups to ascertain their views ie, parent forum • To include in questionnaires eg • Carry out a SWAT analysis 	SENCO, SALT TA and Learning Mentor	December 2017	Half a day for SALT TA and Learning Mentor	A continued awareness of how inclusive the school is

Part 2 of the Accessibility Plan: To make improvements to the physical environment of the school to increase access to education and associated services

Target	Details	By whom	By when	Resources	Success criteria
1. To ensure events and meetings for adults are fully accessible	<ul style="list-style-type: none"> • Consider room to be used • Consider layout of room • Plan beforehand 	Inclusion Manager All staff holding meetings/running events	July 2018	None	Adults feel included and find amenities accessible.
2.To look forward to next year and the current Year R children's needs ready for September	Assess the needs of children in the local preschools and what accessibility is needed as part of their statement/EHCP.	SENCO, Head teacher, AHT, Reception staff	April 2017 April 2018 April 2019	Grants should they be needed	The school is accessible for all.
3. To continue to ensure that pupils & parents are aware of services outside of school	<ul style="list-style-type: none"> • Ensure that pupils & parents get relevant information • To continue to develop out of school provision • To highlight services in parents meetings, new parents meetings and 6 Weeks in • Attend Parent Forum sessions 	AHT Inclusion, Family Support Manager and Learning Mentor	April 2017	Overtime or time in lieu for Family Support Manager and Learning Mentor to attend parents evenings	Parents are well informed of extended services provision.

4. Review the provision for children with specific emotional needs	<ul style="list-style-type: none"> • Increase number of tranquil spaces within school for pupils with additional needs • Develop the use of the spare Year 5 classroom 	Headteacher, AHT Inclusion, Family Support Manager and Learning Mentor	December 2017	None	All pupils who need access to a tranquil space or Safe Space due to emotional needs have access to one.
5. Safe access around exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Premises Officer	Ongoing	Cost included in grounds maintenance contract	Disabled people to move unhindered along exterior pathways
6. Disabled parking	Ensure disabled parking spaces are always available for those parents and pupils	Headteacher	Ongoing	None	<ul style="list-style-type: none"> • Disable badge holders always able to access disabled parking, when required. • Prompt action taken for users who do not park appropriately.

Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

Target	Details	By whom	By when	Costs involved	Success criteria
1. Availability of written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats.	Headteacher	January 2018	Contact details & cost of translation / adaptation	<ul style="list-style-type: none"> • Written information available in alternative formats and languages, on request. • All admin staff, parents and community users know how to access alternative formats.
2. Improve differentiation in all year groups	To share good practice of differentiation. Planning shows different groups are being planned for.	SLT	See School Improvement Plan	Staff meeting/ INSET time	<ul style="list-style-type: none"> • Increased access to the curriculum. Needs of all learners met within reasonable adjustments. • Lesson observations show that all children make progress within lessons.

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

<p>1. Pre-planning information.</p> <ul style="list-style-type: none"> • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils needs will/can be met seek advice from SENCO. 	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none"> • one to one peer support • collaborative teaming • group work • valuing difference of race, gender, ethnicity, disability or religion • How do you ensure that mutual respect is encouraged within your classroom? • Are you clear about how to deal with bullying and harassment in the class? 	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas - extension work - recall of previous work, - links to future work, - clear instructions. • Will the content of the lesson engage all pupils from the beginning? • Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to enable them to participate fully? • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	

