

Accessibility Plan

3-year period covered by the plan: 2020-2023 Aims:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Greenlands Primary School has high ambitions for all pupils including those with SEND, it facilitates and expects pupils to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos. We are 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance: This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'longterm' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical. Attached is a set of actions showing how the school will address the priorities identified in the plan.

Information from pupil data and school audit:

Greenlands Primary School is a one form entry school spanning Reception to Year 6.

Initial information to establish the profile and needs of pupils entering the school is gathered by school staff.

The information is collated prior to starting school by:

- Pre-school visits
- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers
- ECHP and consultation paperwork provided by LA Annual questionnaires are sent to parents asking for information on disabilities
- Written information
- Physical environment
- Curriculum access Information gathering in relation to the recruitment, development and retention of disabled employees:

Greenlands Primary School follows local authority guidance on the collecting of information on disabled employees and the recruitment of new staff.

All staff will be supported by the local authority agreed policies on sickness and returning to work.

Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the provision they are receiving. From the Annual Review of pupil EHCPs we collate pupil and parent views to inform our scheme.

Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views. The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. Subject leaders have considered and suggested possible adaptations to support access to the curriculum, class teachers are ably supported by the SENCO and highly skilled teaching assistants in ensuring that teaching matches the learning needs of all children.

Each teacher is aware of the individual needs of all of the pupils.

This informs the;

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated. Data is stored centrally by the SENCO on each child to inform the accessibility requirements of the school.

The main priorities in the school's plan:

Increasing awareness, value and access of disabled pupils in the school curriculum.

We aim to raise awareness, increase access and celebrate the contribution everybody makes to society as a whole. In order to ensure that all children are catered for the SEND team works closely with the Head teacher and each subject leader. Where necessary outside agencies are contacted for specialist support eg. Occupational therapists, specialists, physiotherapists, support for behaviour management, support from the Educational Psychologist.

Improving the outdoor physical environment of the school to increase the extent to which disabled pupils can take advantage of outdoor learning:

Greenlands Primary School was purpose built on a single level and benefits from a fully accessible outside area. Children have opportunities to play both on a concrete playground and a field. The school seeks to improve the physical environment so that it is accessible and welcoming to all.

Greenlands Primary School is a single level purpose built building thus ensuring full access for anyone with a disability. There are fully accessible toilet facilities.

