



Accessibility Plan & Policy

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| Review Date | October 2022 |
| Reviewed By | R. Harris, SLT & Governors |
| Next Review | October 2024 |
| Summary of changes | |

Approved By:

Head Teacher Date

Chair of Governors Date:

Gnoll Primary School

POLICY and PLAN FOR ACCESSIBILITY

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2005, as amended by the SEN and Disability Act (SENDA) 2001. It draws on the guidance set out in Planning to Increase Access to Schools for Disabled Pupils (2003), issued by the Department for Training and Education, Welsh Assembly Government.

The school actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage. The plan and design of the school has taken into account current legislation and fully recognises the need for access to all.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the School's aims and equal opportunities policy and the operation of the School's SEN Policy.

The School recognises its duty under the DDA (as amended by the SENDA):

- 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 than others,
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage,
- to publish an Accessibility Plan,
- in performing their duties, Governors and Staff will have regard to the Disability Rights Commission Code of Practice (2002),



- the School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality,
- the 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 and endorses the key principles of the curriculum, which underpin the development of an 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.

In order to achieve the Key Objective above, this School undertakes the following main activities:

Education & Related Activities

The School will continue to seek and follow the advice of LEA Services, such as specialist and SEN Support Teacher Advisers and of appropriate Health Professionals from the NHS Trust.

Physical Environment

The School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings etc.

Provision of Information

The School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

When Policies are reviewed and revised on the agreed 'Nine Term Plan' rolling programme, the contents of the Policy will be taken into consideration.

Current Provision Building Access

- All entrance/exit doors and all internal doorways are of sufficient width to allow the passage of wheelchairs.
- Toilet facilities for the disabled are provided on both the ground floor and first floor.
- The exterior has been developed with the needs of disabled pupils in mind.
- There are two designated disabled parking bays in the school car park.
- All staff and visitors are given identity badges, which must be worn at all times.
- Members of staff are given a fob for access to the main entrance. Teaching staff are also given a key to their external classroom door.

Curricular Provision



The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities. In addition to the building adaptation described above:

- The school employs when required, additional Teaching Assistants for children with disabilities.
- There is a range of specialist equipment provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with Teaching Assistants assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school.

These will ensure that the child has full access to classroom activities and lessons.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, digital microphones or individual support is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access. Within the school there are a variety of height tables and chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff Training & Development

The training & development needs of staff are identified and provided for as part of the school's Professional Learning and Development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training will be provided.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g., Visual & Hearing Impairment and Speech & Language Therapy.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity

Strategic Development Action Plan 2022-2024

| Actions | Strategies | Timescales | Person responsible | Impact |
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| Ensure classroom support staff have specific training on disability issues | <p>TAs access appropriate training:</p> <p>De Escalation training</p> <p>Team Teach training for designated staff</p> <p>Sensory impairment training</p> <p>Epilepsy training</p> <p>Asthma training</p> | As identified by TA meetings with Line Manager (SLT) | SLT and ALNCo's | <p>Raised awareness of SEND reforms</p> <p>Raised awareness of conflict spiral and de-escalation strategies</p> <p>Signpost to resources to support in classroom</p> |
| Ensure all staff are aware of disabled children's curriculum access | <p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child (Action for Inclusion)</p> | As required | SLT and ALNCo's | All staff aware of individual needs |
| Use ICT software to support learning | Ensure software is installed where needed | As required | ICT Co, ALNCO's and SLT | <p>ALN pupils able to access the curriculum more effectively with improved visual aids</p> <p>Braille machine iPad or similar with VI applications to support visually impaired children</p> |
| Introduce a range of experiences across the curriculum that challenges perception, stereotypes and discrimination against a range of disabilities. | | | | <p>All staff will be equipped with the resources and knowledge to challenge the perception of all learners.</p> <p>All learners will participate in a range of</p> |



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| | | | | <p>experiences to challenge their thinking.</p> <p>All of which will reduce discrimination and stereotypical perceptions towards those who are disabled.</p> |
| Educational visits accessible to all | Risk assess new venues for appropriateness | As required | Class teacher / EVC | All pupils within school able to access all educational visits and participate in a range of activities |
| Ensure PE curriculum is accessible to all | Research accessible PE and disability sports Ensure curriculum is tailored to individual need | As required | Class teacher/PE co-ordinators | All pupils to access PE curriculum and have opportunity to excel |
| Meet need of pupils with temporary physical difficulties (broken limbs/operations) | <p>Risk assessments completed with parents and staff.</p> <p>Additional staff to support if appropriate.</p> | As required | Class Teacher, TA's , ALNCo's SLT | Individual pupils will have their needs met with appropriate support and resources. |
| Continue to provide support for Young Carers | <p>Class teachers to inform LEA Representatives of circumstances</p> <p>Direct access to LEA Directorate or Representatives for Support for families</p> <p>Special activities to acknowledge their inspiring contribution to family and school.</p> | As required | Class Teacher, TA's , SLT | Young carers identified and supported resulting in appropriate adjustments being made and an increase in self-esteem. The profile of young carers will be raised amongst staff |



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| Continue to provide support for bereaved children | Class teachers to inform Pupil Welfare Officer of circumstances Direct access to Pupil Welfare Officer for families Support from Local Authority – Wellbeing Team etc | As required | ALNCO/Pupil Welfare Officer / SLT | Bereaved children identified and supported. Appropriate adjustments made |
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PHYSICAL ENVIRONMENT OF THE SCHOOL

Gnoll Primary School is a single storey building located on one site. Disabled toilet facilities are available on both Foundation Phase and Key Stage 2 Corridors.. There is a car park, with disabled parking bays. There is some level access to school building.

| Actions | Strategies | Timescales | Person responsible | Impact |
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| Ensure school is aware of access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of IEP process Be aware of access needs of staff, parents/carers, governors and meet as appropriate | As required Induction and as required | ALNCO / SLT / Class Teacher | IEPs in place for disabled pupils and all staff aware of individual needs |
| Layout of school to allow access for all pupils to all areas | Liaise with Specialist Teacher of the Visually Impaired and the Mobility Officer | As required | ALNCO / SLT / Class Teacher | Site secure for VI pupils VI pupils feel safe |
| Ensure all disabled pupils can be safely evacuated | Ensure all 1:1 staff are aware of their responsibilities | As required Annual Appraisal | ALNCO / SLT / Class Teacher | All disabled pupils and 1:1 staff are safe in the event of a fire |
| All fire escape routes are suitable for all | Health and Safety audit | As required | ALNCo/Bursar/Health and Safety Officer for NPT/ SLT / Class Teacher | All disabled pupils, staff and visitors able to evacuate safely |



DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

Gnoll Primary School makes written information available to disabled pupils through the sourcing of additional materials/equipment (handouts/textbooks/ICT software). This ensures that disabled pupils are appropriately supported within their daily lessons.

| Actions | Strategies | Timescales | Person responsible | Impact |
|---|--|-------------|---|---|
| Update website in line with new SEN legislation (Available in translation if needed or requested on website) | Update website using advice and templates provided by the LEA. | As required | ALNCO / SLT | Website information available, accessible and compliant with requirement for access |
| Provide access to translation services for parents for whom English is an additional language. | Connect to Vulnerable Learner Support by the LEA as required. | As required | Teacher/Teaching Assistants / Admin / Class Teacher | All parents able to access appropriate information and complete forms All parents receive information in their preferred way |
| Child ALN Profiles to be accessible | Provide information in clear, concise language | As required | ALNCos | Staff aware of pupil's preferred method of communication |
| Ensure the delivery of writing is in an appropriate format for VI pupils | Provide suitably enlarged clear print for VI pupils ensuring background contrast colours are matched to individual need Provide iPads or equivalent for pupils with Visual Impairment when recommended by Specialist Teachers | Ongoing | ALNCos/ Class Teacher/ Teaching Assistants. | All pupils can access written information |

