

## **Gorefield Primary Academy**



## **ACCESSIBILITY POLICY AND PLAN**

### **PART 1 POLICY**

The Planning Duty under the Equality Act 2010 means that all schools and academies should have an individual Accessibility Policy and Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment (more than a year), and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for academies. The plan must be reviewed at least every three years, approved by school committees, and shared with committees. The policy should be reviewed annually.

The Accessibility Policy and Plan is structured to complement and support the academy's Equality Objectives and will be published on the school website.

Gorefield Primary Academy is dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the academy.

Gorefield Primary Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

### **Aims and Objectives**

Our aims are to:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

The academy's objectives are detailed in the Action Plan below. However, this is not a standalone document, and should be considered alongside the following academy and Trust policy documents:

- SEND Information Report
- Trust SEND Policy
- Cambridgeshire Council Local Offer
- Academy Safeguarding Policy
- Trust Health & Safety Policy
- Trust staff related policies

This plan will also be used to advise and inform future planning documents and policies.

### **Physical Environment**

The academy has:

- A physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
- Ramps that are able to be in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- All aspects of the school grounds can be accessed via alternative or personalised routes.
- Where rooms on the second floor are present, first floor facilities can be accommodated for.
- There is one accessible toilet located in the school and provision is made for individual children within the classrooms such as individual toilet seats / toilet rails.
- Accessible toilets have handrails, an emergency pull cord and easy use taps.
- Emergency pull cords and left hanging free in case of emergency.
- Classrooms have fire exits which can be used for all pupils.
- Blinds / window film to avoid glare.
- Door release / pull bars where needed.
- Where necessary, classrooms are fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

### **Curriculum**

- With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- The academy is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.
- Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum.

Equipment may include: writing slopes, different chairs / seats, use of laptops etc.

- Minimum classroom adaptations are being developed with all staff.
- Access to Total Communication approaches to support with speech and language development, where required.

## Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be provided in different ways on request, should this be needed.

## Current Activities

- The school has close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- The school uses outside agencies, including Health Professionals and Educational Psychology Services.
- The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- The school has systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- ELSA.
- Outdoor learning.
- Access to alternation provision.

The academy refers to specialist services for advice when required, including through:

- Specialist Teachers and Educational Psychologists.
- Sensory support for children with visual or hearing needs.
- SENDIASS.
- SALT (Speech and Language Therapy).
- The Virtual School.
- Family Intervention Worker to support families.

The academy works closely with health professionals where required:

- SALT.
- School Nurse.
- Occupational Therapy.
- Physiotherapy.

- Community Paediatrician.
- CAMH.

The school's committee, teachers, teaching assistants and midday supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment.
- Physical disability.
- Visual impairment.
- Specific medical conditions including asthma, eczema, diabetes.
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia.
- Autism.
- Speech, language and communication needs (SALT).
- Profound and multiple difficulties including specific genetic disorders.
- Physiotherapy.

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

### **Review and Implementation**

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people educated within the Trust.

### **PART 2 SCHOOL ACCESSIBILITY PLAN**

This plan is designed to improve accessibility using three areas of focus:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

<b>STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)</b>			
<b>Objective</b>	<b>Actions</b>	<b>Lead</b>	<b>Timescale / cost</b>

Ensure language-rich environment for increasing number of non / pre-verbal students.	Staff training on continuous talking. EYFS baselines to lead to referrals to SENCO for APDR pathway where appropriate. Daily story-time for all students. Alternative ways of communicating, for example PECs and Communication in Print tried and evaluated with students. Support gained from SALT	SENCO and SLT	On-going, TBC / within curriculum area capitation.

<b>STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT</b>			
<b>Objective</b>	<b>Actions</b>	<b>Lead</b>	<b>Timescale / cost</b>
Ensure unstructured time is accessible or appropriate for all students.	On-going review of lunchtime clubs. Playground buddy programme / friendship benches, etc.	SENCo and SLT	September 26
Ensure the environment remains at the 'health and safety' standard.	Two Health and Safety walkarounds completed with link academy committee member annually.	Health and Safety Officers	Dates TBC
Classrooms, corridors and displays organised to ensure minimal visual distress.	Classroom checklists used by staff. Sensory audits used to create personalised environments.	Teaching staff	Ongoing review
Ensure all disabled pupils can be safely evacuated.	All exits signed and clear	Site staff	September 26
Ensure there are accessible, clearly defined parking spaces at the school.	Continue to review the access of the school	Site Staff	September 26
Ensure that any new structures allow for wheelchair access.	Wheelchair/ ramp access required		

<b>STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS</b>			
<b>Objective</b>	<b>Actions</b>	<b>Lead</b>	<b>Timescale / cost</b>

HI inclusion	<p>Ensure hearing loops are installed.</p> <p>Train staff in supporting students with HI needs.</p> <p>Daily maintenance and use of radio aids when required.</p> <p>Alarm linked to fire alarms</p>	SENCO and SLT	September 26
Effective use of resources & specialised equipment	<p>Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker &amp; voice activated text</p> <p>Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed from the LA Specialist Teacher offer.</p>	Class Teachers SENCo SLT	September 26
VI inclusion	<p>Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed.</p> <p>Use of magnifier where appropriate.</p> <p>Ensure large, clear font used in documentation.</p>	Site staff	September 26
Availability of written material in alternative formats- on request	<p>School to be aware of services that allow written formats to be converted into other formats.</p>	Office staff	September 26