



Glenmere Community Primary

School Accessibility Plan 2025-2027

***At Glenmere we are GREAT!
Because we: Grow, Respect, Enjoy, Achieve, Together***



This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. 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.”*

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In the September 2024 report, under the heading, ‘What is it like to attend this school,’ Ofsted described Glenmere as follows:

“Glenmere Community Primary School is a kind and welcoming school. The school promotes a real sense of belonging. As a result, pupils feel happy, safe and cared for. One pupil shared, ‘Glenmere is like seven little communities in one massive community – it’s amazing because we know everyone and have other people we can always rely on.”

Glenmere Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We have created an accessibility action plan. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Contextual Information

Glenmere Community Primary School opened in 1964 and is set in spacious grounds. It is an attractive and friendly school combining the advantages of separate classrooms with the flexibility of shared working areas. The school provides an atmosphere which is conducive to learning, building a firm foundation for further education and developing the skills required to make children secure and worthy members of society. Glenmere is a Primary School for boys and girls from the ages of 4 to 10. Glenmere Primary School is accessible to all visitors. The main entrance is accessed from Estoril Avenue along a pavement. All entrances and rooms within the school are accessible thanks to the limited use of steps and numerous ramps around the school.

Aims and Objectives

Our aims are to:

- Increase **access to the curriculum** for pupils with a disability
- Maintain access to the **physical environment**
- Improve the delivery of **written information** to pupils and parents

The table below sets out how the school will achieve our aims.

Curriculum

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

All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To provide more staff training to meet special needs including mental health and wellbeing.	All staff trained in ADHD and ASD. Teachers have been trained in the Graduated response and use the Tool Kit when writing Additional Needs Plans. Mental health support - the head teacher is trained in Level 4 Designated Mental Health Lead Practitioner.	ADHD Solutions material used to support in training new staff. ELSA training to continue EAL training to be provided if necessary Mr. Harvey, School Counsellor provided as necessary	All training to be arranged termly as needs arise	SC/SENDSCO	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress	Curriculum is designed by the school to ensure all children are able to access it and make good progress.	Commission partnerships where necessary e.g. Speech and Language, SEN provision, EP support.	As required	SC/SENDSCO	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary.	Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary.	Inset with whole staff as required.		All children able to access all areas of the curriculum and work towards attaining age related expectation

Ensure P.E continues to be accessible to all.	PE kits provided for pupil premium children.	Liaise with external agencies and sports coaches regarding specialist equipment if needed to include all pupils.	As required	TH/SC/SENDCO
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school trips where possible.	Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extra-curricular activities. Regular check via Evolve for out of school activities.	School Office / SENDCO / Class Teacher
Children with dyslexia or dyslexic tendencies are supported in school.	Colour tests are carried out in school by the SENDCO, then overlays are purchased where necessary. Parents are advised to speak to their optician regarding colour tests if they require further investigation – including eyesight tests and matching the colour. Contact names for dyslexia tests are provided for parents should they wish to do a full assessment independently.	Review children who have overlays and keep in communication with parents and specialist agencies. Keep an updated list of qualified agencies which provide the dyslexia test assessment.	As required by individuals.	Class teachers (graduated response) and SENDCO

Physical Environment

Glenmere Community Primary School is an older style school. There are ramps to the side doors and ramps can be provided from the back doors to the field area if necessary. Our resources are limited; however, we endeavor to ensure the children have access to appropriate and enriching resources wherever and whenever possible. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To make all entrances accessible for disabled people	Main Entrance is accessible for all, with an extra door to the side which can be opened should it be needed for access from ambulance crew. Side doors to the corridors are accessed via a ramp. Back doors to classrooms (which are also fire doors) can have a ramp placed to enable access if needed.	Ramps to be provided by premises officer should the need arise.	As and when needed	SC/SW	All entrances will be accessible to all.
Ensure there is a toilet available for children and adults.	Disabled toilet available in the main hall.	Disabled toilet needs to remain uncluttered and accessible at all times.	Ongoing	SW	Disabled toilet will be accessible to those who need it.
To create easy access to all areas of school for all pupils/ adults	Ramps can be put into place for easy access from the school field into classes and ramps are built in for side door entrance to corridors. The school is predominantly on one floor, other than two steps leading from the	Consider needs of disabled pupils/ parents and visitors to school.	As required	SW	Access to all areas of school for all people.

	hall to the corridors. The corridors can be accessed from outside using the ramps. The school is in a circular shape, so the outside ramps enable access to all areas of the classrooms.				
Ensure all disabled pupils can be safely evacuated.	Personal Emergency Evacuation plans (PEEP) in place for disabled pupils if and when needed.	Ensure all staff aware of PEEPs. Staff trained in use of placing the ramp at the back door to classrooms.	As required at staff meetings Termly practice	SENDCO SC/SW	Safe evacuation for all when necessary

Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Welcome signs in various languages	As families are due to arrive in school with different languages signs are displayed to aid access and understanding	As required	RS / SC	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	Updated weekly	Office Staff EC	Website to have very clear information that can be accessed by all people.
Information for parents/ carers to be clear for all.	Information in newsletters and information letters is in clear print and easily understandable.	School office to help parents access school information and complete forms.	During induction/ Ongoing	SC / Office Staff / TD	Parents feel that they communication is effective.
Ensure all staff are aware of accessible formats.		Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Regular updates as necessary.	SENCo	Staff understand how to ensure written information can be equally accessed.