



GLENMERE COMMUNITY PRIMARY SCHOOL



At Glenmere we are GREAT! Because

we:

Grow, Respect, Enjoy, Achieve

Together

Accessibility Plan

Introduction:

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Like the DDA, the Equality Act was introduced with the intention of comprehensively tackling the discrimination which many disabled people face.

The Act is 'anticipatory', which means we cannot wait until a disabled person wants to use our services. We must think in advance (and on an ongoing basis) about what disabled people with a range of impairments (sight loss, hearing loss, mobility and cognitive impairments) might reasonably need.

Schools have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Key Objective:

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

Key Aims:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the delivery of information to disabled pupils, staff, parents and visitors.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme (dates) and build on those foundations.

Definition of Disability:

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder,

Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, people who have recovered from significant illness and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that at Glenmere at any one time we will have disabled pupils, staff members and service users.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the Governors' Premises, Health and Safety Committee, the School Improvement Committee and the Headteacher.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

Statement	Evidence	Action Required	Timescale
Teachers and support staff have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	<p>INSET records for individual and whole school training; CPD file. High quality CPD delivered, including but not exclusively: supporting pupils with ASD,</p> <p>SSR forms & External Agency written reports and advice.</p>	<p>Regular SEN Staff Meetings to ensure staff knowledge and skills are current</p> <p>Training on, Downs Syndrome, Makaton training</p> <p>On-going CPD</p>	<p>Summer term x 2 meetings</p> <ul style="list-style-type: none"> ➤ Pupil profiles (SENCo) ➤ Interventions/progress and provision in class
Staff employed to support the learning of children with high needs.	Staffing structure.	<p>Regular review of provision and ensuring that our aim of <i>'Dependence to Independence'</i> is fulfilled.</p> <p>Ensure teacher entitlement of all pupils including those with disabilities is met.</p>	Ongoing, in response to need. Reviewed termly.
Children with dyslexia or dyslexic tendencies are supported in school.	Specialist Teaching Support working to support children in school. Coloured paper, alternative methods of recording and other dyslexia friendly classroom methods used.	<p>This is an area for further development and SEN action plan continue to include working towards and becoming a 'Dyslexia Friendly School'.</p> <p>SENCo to attend dyslexia training</p>	2018/2019
Pupils with emotional, social and behavioural difficulties are supported in school.	Children are supported in various ways: Social and emotional support, Ed Psych resources for pupils with BESD, outside agency records of support. Amended behaviour procedures according to policy.	Regular review and planning ahead.	Ongoing – see individual IEPs and behaviour plans where appropriate. Reviewed termly.

Classrooms are optimally organised for disabled pupils <i>As need arises</i>	Classroom is tight, so staff would consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment – use of rooms amended to ensure best provision for pupils (e.g. quiet room).	Consider year group classroom changes to best meet the needs of disabled pupils.	End of year review as children move through school to ensure provision is in place before the child moves to a new class.
Lessons provide opportunities for all pupils to achieve; i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by teachers and support staff.	Whole school monitoring and review Lesson observation records. Lesson Plans IEPs	Continue to implement personalised learning when appropriate. <i>Continuous</i>	SLT/SENCo to monitor termly and advise any actions or development points - on-going
All pupils are encouraged to take part in music, drama and physical activities and amendments are made where needed in order to ensure full inclusion.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	<i>Continuous</i>	Consult with parents, staff and providers as to which clubs appeal to children with need in school and ensure appropriate provision is made: Autumn Term 2013 – as part of a review of club provision to ensure equality of access for all pupils.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, alternative methods of recording etc.	All staff aware of needs & detailed in planning/IEPs	<i>As need arises</i>	SENCo to monitor termly and advise any actions or development points - on-going
All staff plan for additional time required by some disabled pupils to access the curriculum.	See planning	Regular monitoring by SENCo and SLT to ensure provision in place	SENCo to monitor termly and advise any actions or development points - on-going

<p>Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport</p> <p><i>As need arises</i></p>	<p>Specialist equipment – walker, balls with bells in for hearing impaired pupils, wheelchair games etc</p> <p><i>As need arises</i></p>	<p><i>As need arises</i></p>	<p>SENCo to monitor termly and advise any actions or development points - on-going</p>
<p>School visits are accessible to all pupils, regardless of attainment or impairment.</p>	<p>See Educational Visits policy - consultations with parents as appropriate.</p> <p>ALL risk assessments include info re. Disabled pupils. H&S policy</p>	<p>Review Educational Visits Policy and update as necessary.</p>	<p>Ongoing - HT</p>
<p>All staff have high expectations for all pupils</p>	<p>Lesson Observations, tracking & target setting in place.</p>	<p>Early identification and intervention if there are issues which occur.</p>	<p>Termly tracking.</p>
<p>All staff strive to remove barriers to learning and participation and value pupil voice.</p>	<p>Lesson observations, IEP Reviews, staff communication</p>	<p>Continuing CPD</p>	<p>Ongoing</p>
<p>Reward systems within school encompass effort and attitude as well as attainment.</p>	<p>Behaviour Policy and amended procedures for specific children.</p>	<p>Adapt procedures as necessary to meet individual needs and support children.</p>	<p>Ongoing.</p>

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

2. Physical Access

Statement	Evidence	Action Required	Timescale
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. There are no barriers to access caused by doorways, and external stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair in the corridors. There are ramps leading into KS1 and 2 corridors.	Getting into classes in a wheelchair would need tables outside rooms to be moved and looking at opening both sides of classroom doors.	When required– Premises Officer and Premises, Health and Safety Governors/Finance Cost: tbc
Disabled Toilet facilities in main area and easily accessible by all pupils.	Installation of fully equipped disabled toilet.	Ensure internal access to disabled toilet for wheelchair users (in anticipation of future need).	As above.
Parking arrangements in school car park for all are logical and safe.	Clearly marked disabled parking bay.	Regular review to ensure sufficient disabled spaces available.	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Disabled children escorted off premises by designated adult.	Regular fire drills.	Termly – Premises Officer
Most areas are well lit and pathways around school are well maintained and safe.	Audited by H&S	Installing lighting to remaining area.	Monitor in termly H and S governors meeting.
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff will seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Ensure that if the need arises a hearing loop can be installed quickly and in time to meet the needs of the pupil, staff member in question.	<i>As the need arises.</i>

Furniture and equipment selected, adjusted and located appropriately, e.g stand, writing slope, wedge support, wall bars fitted etc	Appropriate furniture/accessories used/installed as advised by specialist services.		
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AUDIT OF CURRENT PROVISION & ACTION REQUIRED

3. Access to Information

Statement	Evidence	Action Required / When?	
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff meeting to ensure whole staff awareness and knowledge is secure.	ongoing- SENCo
The school will liaise with LA support services and other external agencies as appropriate to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format (not a current need) .		<i>As appropriate as and when requested.</i>	
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc	IWB used in every class and visualisers used for close up demonstration work and for enlarging texts. All staff read aloud and for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address	Staff meeting to ensure whole staff awareness and knowledge is secure.	ongoing- SENCo

	PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly and regular news letter sent to all parents.		
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