



## Glenfall Community Primary School

# Accessibility Policy

This policy should be read in conjunction with:

Allegations against staff guidance  
Anti-bullying & Hate  
Attendance  
Behaviour  
Complaints  
Early Help Offer  
Health & Safety  
Intimate Care  
PSHE Curriculum  
Special Educational Needs and Disabilities  
Code of Conduct and Confidential Reporting

Policy review:

Governor reviewer	Full Governing Body
Policy approval	Full Governing Body
Date approved	March 2023
Frequency of review	Every 3 Years
Date of next review	March 2026

Document history:

Version	Issue date	Summary of changes
0.1	March 2023	Revised policy in new format

## **Introduction**

Under the Equality Act 2010 schools should have an Accessibility 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, 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 schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process will be by the Headteacher and a committee of the Governing Body at Glenfall Primary School.

At Glenfall Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Glenfall Primary School is 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Policy for Inclusion and our Teaching and Learning Policy will make every reasonable effort to ensure equal opportunities for staff, students and visitors, making realistic allowances for their individual circumstances.

The school's priorities for the development of information and data to support the school's accessibility plan are:

1. Identify all staff and pupils' various disabilities and impairments to ensure adequate and suitable provision for all is provided.
2. Utilise and expand the existing school databases to ensure that all relevant information is recorded and accessible to appropriate staff and agencies. We only record and share data where disabilities are relevant for the purpose of providing an inclusive education.

3. Consult with pupils parents and outside agencies to agree adequate provision for individual pupil's needs.

4. Consult feeder nurseries and pre-schools to ascertain advance information on the needs of future intake.

### **Priorities of Accessibility Plan**

- Continue to encourage high expectations among staff and pupils.
- Link provision to School Improvement Plan KPAP (Key Priorities Action Plan) where appropriate.
- Investigating and further utilising staff/governor/parent expertise.
- Develop and increase curriculum opportunities to meet the needs of all pupils.
- Using specialist agencies (e.g: speech, psychologists etc.) to investigate and extend opportunities.
- Extending training for Teaching Assistants, ensuring it meets the needs of all pupils.
- Encouraging peer support.
- Liaise with partner secondary school/nursery/pre-school, in anticipation of the admission or transfer arrangements.
- Sharing information with families
- All teachers made aware of details of individual needs and disabilities in order to arrange physical learning environments and differentiated materials as appropriate

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

- The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems.
- Access to the outdoor learning environment will be constantly monitored to ensure all pupils can participate.

- Current aspects of 'Inclusion' and SEN which include one-to-one support for pupils, when required, time out with groups or agreed time out of school with professional agencies, will be continued and extended where appropriate.

### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

- If required the school would consult with specialist services to provide large print of a suitable size for all visually impaired pupils.
- Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from Teacher or Teaching Assistant.
- The seating position for pupils with impaired vision and hearing will continue to be managed to benefit the individuals.
- Other appropriate provision will be researched if necessary, including equipment for physically disabled pupils.
- Any pupils starting school with SEN/D will meet with SENCO/TAs prior to starting school.
- IT – The school's website: This should greatly increase access to information that can be studied from home and be viewed at larger resolutions.

### **Management, co-ordination and implementation**

- The Leadership Team will raise awareness of the requirements of the Equality Act for staff, pupils and visitors
- The Leadership Team will liaise with Class Teachers and TAs to re-evaluate the extent of provision required, both generally and for individual pupils.
- Staff meetings will keep the item on agenda for regular review and update
- The Head will review strengths and weaknesses of systems used in school.
- Regular SEN Review meetings (4 times a year) to discuss provision and its effectiveness.

- Research will be gleaned from in-school committees, eg Pupil Voice questionnaires, pupil conferencing, School Council, Committees, Staff, Focus Groups.
- All findings will be linked to the School Improvement Plan (KPAP), allowing sufficient budget for implementation of identified strategies.
- The Operations Committee allows for the regular review of the buildings and an annual inspection of the premises.
- EYFS and Key Stage1/2 Class teachers will liaise with Partner Nursery/Secondary schools to identify pupils' needs in advance of their admission to primary school or transition to secondary.

### **Accessing the school's policy on Accessibility**

- The plan will be published on the school website
- It will be reviewed and amended, as necessary within the stated timescale that the plan runs for
- inform parents attending New Parents' Meeting.