Gedney Drove End Primary School

Learning Together for Excellence

Accessibility Plan

Approved by: Karyn Herd	**Date:** 1st November 2024
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Gedney Drove End Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community fairly and with respect and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with pupils, parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, observations, outside agency recommendations, questionnaires and parental discussions.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We have very close relationships with Outside Agencies and will actively seek advice from them to ensure that we can meet every pupil's needs through reasonable adjustments and specialised resources. We aim to meet every child's needs within mixed ability, inclusive classes.

The plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Contextual Information

All of our school site and building is accessible for anyone who has a disability since it is a single storey building. All corridors and classroom doorways are wide enough for wheelchair access. We also have a disabled toilet near the main entrance of the school which can be accessed by all stakeholders. We are an actively inclusive school and will always make reasonable adjustments for any pupils or visitors who may have a disability.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To continue to monitor, adjust and evaluate access to the curriculum for pupils with SEND	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to attend regular Graduated Approach Briefings to keep up to date with all current SEND support materials including the use of the newly developed Valuing SEND document and SEND toolkit. PDM meeting and regular face to face meetings making sure that ALL staff are aware of how to use the VSEND and the SEND toolkit effectively to support individual children. Review the needs of children within the school and provide training for staff as needed.	SENCo Staff SENCo	September 2025 On-going	All staff will be familiar with the VSEND tool and how to use this for all of the children at SEND and initial concerns stage. A VSEND profile will be set up for all children with SEND and initial concerns within school and effectively integrated into the provision for children with SEND. Evidence of the SEND toolkit of strategies (linked to VSEND) on IEPs at quality first teaching level and targeted support/interventions. Staff are able to enable all children to access the curriculum

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets, shower and changing facilities • Library shelves at wheelchair-accessible height • Writing slopes • Seating wedges	Ensure that school continues to be fully accessible to disabled children, staff, parents/carers and other users of the building.	Elicit advice as required from specialist outside agencies e.g. Occupational therapist, STT. Ensure that gathering information about disability forms is part of the admissions and recruitment processes and indications that there are additional needs are followed up by a member of the SLT/SENCo. A risk assessment is carried out when school is notified of any short-term medical need e.g. following an operation or accident.	SENCo SLT	Ongoing	Staff are kept abreast of interventions and support strategies and implement these. Children's needs are identified on VSEND and IEPs and provision is in place. School responds to the needs of individuals carrying out a risk assessment as necessary, identifying any reasonable adjustments which need to be carried out to either the fabric of the building or daily routines. The building remains fully accessible to all users
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods as and when required to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial representations • Polish translator • Social stories • Concept cartoons	To ensure that all written information is presented in a way which allows disabled pupils to access the curriculum.	Key staff to attend training e.g. class teachers, TAs. Regular updates from SENCo to review provision in place and to ensure that reasonable adjustments are being made effectively. Advice and support for specific children is sought and followed. Print materials for children are suitable in terms of age, ability and take into account any visual difficulties they may face.	SENCo Class teacher	Ongoing	Pupils can access the curriculum and meet their potential. E.g. Work copied onto coloured paper, coloured overlays, clutter free whiteboards, enlarged print. All reasonable adjustments identified on Individual support plans

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Governing Body and Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policies

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey throughout	None needed	N/A	N/A
Corridor access	Corridors are wide and generally accessible in a wheel chair.	Ensure that corridors are free from any hazards	Caretaker	Daily checks
Lifts	None	None	N/A	N/A
Parking bays	None	None	N/A	N/A
Entrances	Main entrance is disabled friendly, fire doors have a small step and would require a PEEP	PEEP created for exit from fire doors	Headteacher	When needed
Ramps	Ramp from Finland class for exiting is not the fire door but would form part of a PEEP	None	N/A	N/A
Toilets	1 disabled toilet	None	N/A	N/A
Reception area	Large and accessible, but no automatic door opener	None	N/A	N/A
Internal signage	All in place	None	N/A	N/A
Emergency escape routes	All in place and in fire risk assessment	None	N/A	N/A