



Gainsborough Accessibility Plan

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER



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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001) and the 2005 DDA. We will consult with the school community to identify barriers to inclusion. The school promotes inclusion and takes all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximize educational opportunity.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Primary Advantage Federation has an Accessibility Policy, which was last reviewed in October 2015.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the PA Federation.

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 3 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. What do we mean by ‘Disability’

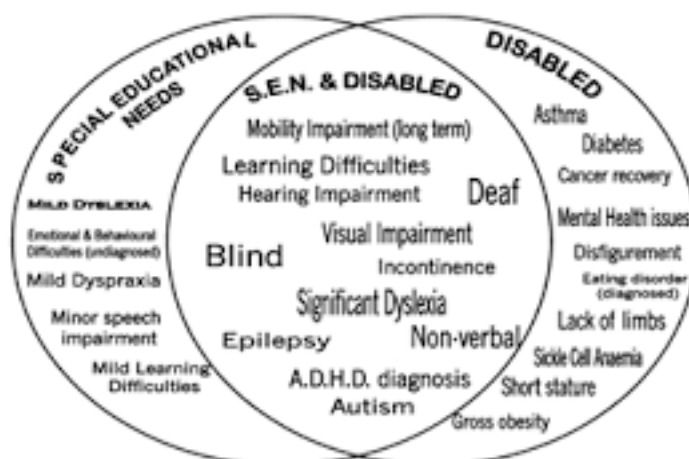
The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette’s Syndrome.

This diagram shows the overlap between Special Educational Needs and Disability.



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It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole school approach to inclusion is the most effective way of meeting the needs of all pupils

4. Action Plan

This plan sets out the proposals of the Local Advisory Board of Gainsborough Primary School to increase access to education for pupils in accordance with the Equality Act 2010.

Aims:

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001), Disability Discrimination Act (2005) and the Equality Act (2010). We will consult with the school community to identify barriers to inclusion and establish a Disability Equalities Scheme to improve outcomes for disabled people.
- This school promotes inclusion and will take all reasonable steps to ensure that SEND children are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with Special Educational Needs or Disability.
- We will prioritise sufficient resources to support the actions identified in this plan

Area To Be Addressed: Access to the Curriculum**Goals & Targets:**

1. Continue to develop and enhance knowledge of responsibilities under DDA
2. Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils.
3. Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation.

Summary of Evidence:

1. All teachers are trained through staff meetings, staff handbook (signed by all staff) and through the work of specialist teachers supporting school practitioners regarding responsibilities they should be fulfilling under DDA. All policies are in place to support the school on their responsibilities. These policies are also available for parents to access.
2. Inclusion Leader in conjunction with a specialist teacher delivers training with additional adults that improve strategies and adaptations to the curriculum that will support learners with disabilities. All class teachers make use of visual timetables and use IEPs (Individual Education Plans) to support pupil's progress in their learning. Pupils with specific difficulties have personalised work stations and a timetable that addresses their specific needs.
3. All additional adults receive training, as and when required, from the SENCo on strategies to support learners in order to build confidence and knowledge of best practise.
4. All pupils have access to school journeys and trips. Risk assessments are undertaken for all trips and journeys that will personalise these experiences for pupils.
5. Use of Medium Term and Weekly Planning, book looks, lesson observations and pupil voice are used to inform school leaders on the equality of entitlement and provision for all learners. Specific subjects support all learners in the school to be aware of DDA responsibilities through SEAL (Social, Emotional Aspects of Learning), PSHE (Personal, Social, Collective Worship (Christian Themes) and weekly Assemblies
6. Pupils are consulted on disability/health needs through the use of care plans. Pupils identified with specific needs are also displayed with the child's photo and specific need in key areas of the school. This information is not displayed in public areas of the school. School and Food Council consider the needs of all pupils at regular meetings.
7. Provision mapping of pupil needs is an embedded feature of school practice. This is reviewed each term in conjunction with Raising Attainment Meetings to discuss and review the strategies and actions of teachers that will support all groups of learners to progress. Use of the school data walls (Average Point Scores and Age Expected) are also shared each term to inform progress of different groups within the school.
8. The school works closely with all other professionals to ensure that the 'Team around the child' are fulfilling their agreed support in meeting that child's needs.

Action Point:

- To continue with current processes, and ensure that there is greater accountability of school/subject leaders for the progress that all groups of pupils are making.
- To ensure that SENCo has completed the statutory training programme for SENCos.

Area To Be Addressed: Accessibility of Information**Goals & Targets:**

1. Develop more accessible teaching resources.
2. Increase the availability of written information in other formats.
3. Work with The Learning Trust and other schools in Hackney to identify and implement best practice on delivery of information to disabled pupils
4. To consult with pupils, parents, carers and staff on ways to increase access to information for disabled people

Summary of Evidence:

1. School Website, on line learning opportunities, implementation of the school library, use of laptops and iPads, Interactive Whiteboards in all classes, provide significant access to more pupils.
2. School resources are purchased linked to school budgets and school priorities – for example budget allocation for SEN, Gifted and Talented, 1-1 Tuition
3. Use of language and hearing impairment and interpretation services are made available when communicating with parents/carers.

Action Point:

- To improve processes for evaluation of access of information – surveys of pupils and their immediate parents/carers.

Area To Be Addressed: Physical Accessibility**Goals & Targets:**

1. To reduce physical barriers to inclusion.
2. To work with The Learning Trust to increase accessibility based on the audit of physical access commissioned by the Trust.
3. To consult with pupils, parents, carers and staff on barriers to access.

Summary of Evidence:

1. Ramps, railings, wider opening doors, improved signage, non-slip flooring, new Interactive Whiteboards, Disabled Toilets, learning areas are in place or established for pupils with specific learning needs which provide pupils with better access to the curriculum.
2. VFM (Value for Money) is considered at all times so that resources purchased for the school meet the requirements of the school and pupils.
3. Advice and guidance of best practice is shared across the Federated Schools to ensure consistency of accessibility for all adults and pupils.
4. School Council, parent and staff surveys inform the school on how improvements have/can support accessibility for all pupils and parents.

Action Point:

- A risk assessment will be completed for any new children who enrol in the school whom are subject to a care plan or with a disability as per the DDA 2004. Outcomes of this assessment will be implemented in a timely fashion in order to facilitate the needs of that pupil.

Policy Written	November 2015
Policy Adopted by Governing Body	November 2015
Amended / Updated / Revisions made	March 2020
Revisions accepted by Governing Body	Spring 2020
Review Date	Spring 2023

The Central Governing Board has reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

