



# Gainsborough Accessibility Plan

PRIMARY  
ADVANTAGE

SCHOOLS ACHIEVING  
MORE TOGETHER

Primary Advantage



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## Revisions

Date	Summary of changes
06.03.23	updated good practice in all three areas
	updated targets in all three areas
	updated actions in all three areas

## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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, the Equality Act 2010 and the Special Educational Needs & Disability Code of Practice 2015. 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 SEND 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 to maximise 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.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, federation governors and LAB members.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. 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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Pupils have a range of learning opportunities through group work, intervention work and educational visits</li> <li>Streamed, targeted groups for reading, writing and maths</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>Differentiated curriculum for all learners</li> <li>Curriculum resources include images of children with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>Professionals' meetings regularly to update and inform good practice to support the child further.</li> <li>Regular monitoring through pupil voice, lesson observations and book looks</li> <li>Specialist teacher / Ep / SaLT advise sought and implemented where necessary</li> </ul>	<p>Short Term: Curriculum resources to include more images of children with disabilities.</p> <p>Medium Term: To improve awareness of disability among children through assemblies and PSHE lessons</p>	<p>look at images and books and include diverse choices in their planning.</p> <p>SLG to plan assemblies PSHE lead to look at new units for dealing with disability</p>	<p>Curriculum leaders</p> <p>PE, RB, CJ, JC</p>	<p>Summer term 2023</p> <p>Spring term 2024</p>	<p>pupil voice parent voice lesson observations book looks planning checks</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• Ramps</li> <li>• railings,</li> <li>• wider opening doors,</li> <li>• disabled toilets and changing facilities,</li> <li>• non-slip flooring,</li> <li>• interactive whiteboards</li> <li>• Completion of the front entrance to include wider opening door and improved ramp access (reduced incline)</li> <li>• Classroom layouts reorganised dependent on pupils' physical needs.</li> <li>• Access from ground floor rooms to playground</li> <li>• Lift to 3 floors</li> </ul>	Long Term: All library shelves to be accessible for those with disabilities	Gradual replacement of hard to reach book shelves when budget allows.	JC	Summer 2024	Classroom environment checklist.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Concrete and pictorial representations used where possible in all lessons</li> <li>• School resources are purchased in line with school priorities for pupils</li> <li>• targeted intervention for communication and interaction where required</li> </ul>	Medium Term: To use widget software to improve visual signposting in the school, including for routines such as washing hands and lining up.	Create visuals for key routines	PE, Class teachers	Autumn 2024	<p>Pupil voice.</p> <p>Learning environment check.</p> <p>Lesson observation</p> <p>Planning Scrutiny</p>

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Local Advisory Board.

#### **5. Links with other policies**

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

- School Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- School Special educational needs (SEN) information report
- Federation Equalities policy
- Federation SEND policy
- Federation medical needs policy



Policy written:	July 2020
Amended/Updated:	February 2023
Adopted by the Local Advisory Board:	March 2023
Review date:	March 2026

The LAB have 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.

