

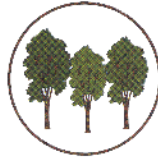
Greenvale Primary School



ACCESSIBILITY POLICY AND PLAN

Policy Date	September 2022
Signed by Head Teacher	Mrs A Allnutt
Review Date	September 2025

Approved by Governing Body		
	G.Zeuli	September 2022
Chair of Governors	Print Name	Date



Greenvale Primary School

Accessibility Policy and Plan 2022 – 2025

Policy Owner – Mrs Amanda Allnutt, Head Teacher

Policy Date – September 2022

Review Date – September 2025

Section 1 – Policy Background

- 1.1 This Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.
- 1.2 School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
- 1.3 According to the Act, “a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Section 2 – Greenvale Primary School

- 2.1 At Greenvale Primary School, we are committed to providing an accessible environment which values and includes all pupils, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 2.2 We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
See Appendix 1
- 2.3 We will endeavour to complete a 360° review based on individual cases on consultation for admission which will take into consideration the analysis of the demographics within the cohort.
- 2.4 An Accessibility Plan will be drawn up to cover a 3-year period and this will be updated annually.
- 2.5 The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared

for life as are the able-bodied pupils. If a school fails to do this they are in breach of “The Disability Discrimination Act 1995”. This covers teaching and learning and the wider curriculum of the school such as participation in ‘After School Clubs’, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

2.6 As stated above, Greenvale Primary School is committed to equal opportunities and inclusion. This Accessibility Policy is not a standalone document but should be considered alongside the following school policy and action plan documents:

- Special Educational Needs and Disabilities (SEND) Policy.
- Equality Action Plan.
- Special Educational Needs and Disabilities (SEND) Local Offer.
- Safeguarding Policy and arrangements.
- Health and Safety Policy.
- Staff related policies, i.e. risk assessments and return to work documentation.

2.7 This plan itself will be used to advise and inform other school planning documents and policies.

2.8 As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Governing Bodies will contain an item on ‘having regard to the matters relating to access’.

2.9 The schools Complaints Policy and procedures covers this Accessibility Plan/Policy.

2.10 Information about this Accessibility Plan / Policy will be published in the Statutory Governors Annual Report to Parents/Carers.

2.11 The Accessibility Plan / Policy will be monitored through the Governing Body.

2.12 The Accessibility Plan / Policy will be monitored by Ofsted as part of their inspection cycle.

2.13 We acknowledge that there is a need for on-going awareness raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

2.14 It will be responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Greenvale Primary School Accessibility Action Plan 2022 – 2025

Improving the physical access

Target	Strategies	Success Criteria	Lead Person	Timescale
To be aware of the access needs of disabled children, staff and parents/carers	<ul style="list-style-type: none"> Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and access from') Create access plans for Individual disabled children as part of the SEND process Ensure staff and governors can access areas of school used for meetings Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of the school Ensure PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupils or adult) becomes physically impaired Communication in print around school to help children's understanding and visual recognition 	<ul style="list-style-type: none"> SEND objectives are in place for disabled pupils, and all staff are aware of pupils needs All staff and governors are confident that their needs are met Continuously monitored to ensure any new needs arising are met Parents have full access to all areas of the school PEEPS are prepared and reviewed as individual needs change 	Head Teacher Deputy Head Inclusion Manager	As required.
Maintain safety for visually impaired people	<ul style="list-style-type: none"> Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Put black/yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate 	<ul style="list-style-type: none"> Visually impaired people feel safe in school grounds. Yellow edges to be monitored as needed throughout the school year 	Head Teacher Deputy Head Governors Inclusion Manager	Annually, and as new children join the school throughout the year
Lunchtime	<ul style="list-style-type: none"> Ensure children who need longer to eat lunch have more time during lunchtime 	<ul style="list-style-type: none"> All children can access adequate time for lunch 	Head Teacher Deputy Head Inclusion Manager	Daily

Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> Daily health and safety check of the school and its surroundings Ensure staff are aware of need to keep fire exits clear Health and Safety governor to complete annual visit and ad hoc to ensure school is compliant with regulations 	<ul style="list-style-type: none"> All disabled personnel and children have safe exits from school 	Head Teacher Deputy Head Inclusion Manager. Governors	Daily/Annually
Whole school evacuation	<ul style="list-style-type: none"> Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure staff are aware of their responsibilities) Children to have PEEP's if needed 	<ul style="list-style-type: none"> All physically disabled persons can be safely evacuated 	Head teacher Teachers Inclusion Manager	Annually, and as new children join the school throughout the year
Accessible car parking	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school 	<ul style="list-style-type: none"> There is a place for disabled members of staff and visitors to park throughout the school day The gate into the playground can be opened to allow people with mobility issues/wheel chairs to access the main school building 	Head teacher Care taker	On going
Changing/Bathroom facilities	<ul style="list-style-type: none"> Shower facility is available in the disabled toilet in the main corridor – ensure that surplus furniture and equipment is not left in there 	<ul style="list-style-type: none"> There is place for disable persons to clean if required 	Head teacher Care taker	Daily
External Play areas	<ul style="list-style-type: none"> Ensure play areas are free from rubbish, surplus/redundant items, moss and leaves and the tarmac is well maintained 	<ul style="list-style-type: none"> Play areas are safe and accessible to all 	Head teacher Care taker	Daily

Greenvale Primary School Accessibility Action Plan 2022 – 2025

Improving the curriculum access

Target	Strategies	Success Criteria	Lead Person	Timescale
Access to learning/ in class provision	<ul style="list-style-type: none"> • Review SEND children’s access to curriculum within class sessions • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed • Ongoing monitoring from SENDCO • Liaise with external professions eg SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations 	<ul style="list-style-type: none"> • All pupils have equal access to a broad and balanced curriculum 	Head Teacher Deputy Head Inclusion Manager	On going
All school visits and trips Need to be accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities can access trips • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND 	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take part in a range of activities 	Head Teacher Deputy Head Governors Inclusion Manager	On going
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports 	<ul style="list-style-type: none"> • All pupils have access to PE and are able to excel for example via support from an adult 	Head Teacher Deputy Head Inclusion Manager	Annually

Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children • Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school • Ensure there is a way of getting children with mobility issues/ wheel chairs to the hall – including leaving school via the playground 	<ul style="list-style-type: none"> • Disabled children feel able to participate equally in out of school activities 	Head Teacher Deputy Head Inclusion Manager. Governors	As required
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties	<ul style="list-style-type: none"> • All staff attend appropriate training. Outreach provision from external agencies 	<ul style="list-style-type: none"> • All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom 	Inclusion Manager	Spring 2023
Review training for all staff in teaching children with a medical issue	<ul style="list-style-type: none"> • Nurse to lead training in administration of medical training and gain an understanding of all children's needs 	<ul style="list-style-type: none"> • All staff have a clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them 	Head teacher Inclusion Manager	On going
Training for Awareness Raising of Disability issues	<ul style="list-style-type: none"> • Provide training for governors, staff, pupils and parents • Discuss perception of issues with staff to determine the status of school 	<ul style="list-style-type: none"> • Whole school community aware of issues relating to Access 	Head teacher Governors	Annually

