

GILBERT SCOTT PRIMARY
Accessibility Plan 2018 - 2021

Under the Equality Act 2010 schools should 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. Our Mission statement addresses the aims of Gilbert Scott Primary School to develop the full potential of every pupil in a learning environment where fairness, understanding, success and discipline will be pursued, in an atmosphere which promotes racial and social equality. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Our school is also committed to ensuring all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

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.

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 can be delegated to a committee of the Governing Board, an individual or the Headteacher.

Action Plan

Part 1 – To increase access to the curriculum for pupils with a disability

Objective	Actions to be taken	Person Responsible	Timescales	Success criteria
To offer partners in talking	Allocate TAs to Year groups Train TAs Allocate children to TAs	SENDCo	Training by end of 2019. All trained TAs working with children by end of 2019	Progress made in English and speech and language
To provide coloured film for children with dyslexia	Purchase Rapid Lucid Viss for assessment. Do assessments of children with dyslexia. Purchase necessary film	SENDCo	Assessments during summer 2019. Children using films by September 2019	Children able to access texts easier. Progress made in reading
To develop an area of the school to become a Forest School	Purchase trees and equipment needed. Clear allocated area and plant trees. Train a member of staff. Use Courtwood Primary for advice	Learning Mentor	By summer 2020, trees planted, equipment installed. Member of staff trained Autumn 2020 used by pupils	Children accessing Forest school. Outdoor learning taking place New outdoor skills Learnt

Part 2 – To improve and maintain access to the physical environment

Objective	Actions to be taken	Person Responsible	Timescales	Success criteria
To improve path conditions around the school	Slippery paths to have another layer of anti-slip paint on them. Cracks in pavements to be repaired Remove uneven trip hazards	Site Manager	Regular checks over the three years as seasons change.	Paths are safe to use

To maintain all stair lifts	Regular servicing of lifts to take place	Business Manager Site Manager	Lifts serviced every 6 months	All pupils able to access all areas of the school
To clear unnecessary equipment from the disabled toilets	Clear equipment from disabled toilet. Check shower is safe to use.	Site Manager	Summer 2019	All areas of the room easily accessible

Part 3 – To improve the delivery of information to pupils with a disability

Objective	Actions to be taken	Person Responsible	Timescales	Success criteria
To offer an interpreter to EAL parents for meetings	Staff to ask EAL parents if an interpreter is needed. Organise for an interpreter to be present if needed	Member of staff leading the meeting	Allow enough time to arrange before meeting	Communication to and from parents made possible
All letters to be sent via email to parent	Letters from school sent via email. Paper copies also made available. Text sent home to inform parents of letters sent.	School Office Class teacher	Emails sent on the day requested.	Parents are kept informed
Refreshing visual timetables	Time to be allocated during a staff meeting. Teachers reminded/informed of the use of visual timetables and why. New visual timetables to be made	SENDCo	Staff informed during spring 2019 Visual timetable in use by end of spring 2019	Supports organisation, builds confidence, provides structure and routines

Next review – autumn 2021

Approved by Governors on _____

Signed _____
Chair of Governors