

Accessibility plan

Giffard Park Primary School



Approved by:	Governors	Date: January 2024
Last reviewed on:	June 2023	
Next review due by:	December 2026	

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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 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 the 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.

At Giffard Park Primary School, we are committed to:

- Ensuring we are an inclusive school.
- Removing any factors which are barriers to including any pupils with a disability.
- Ensuring resources enable all pupils to access the curriculum.
- Staff development so that they can effectively support the needs of all pupils.
- Working with parents, the wider community and multi-disciplinary teams.
- Ensuring that the premises are fit for purpose in terms of accessibility.
- Regularly assessing the premises for accessibility thus being aware of any changes were they to be required.
- Making funds available to make premises changes when needed.

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 is linked to the Milton Keynes Council Accessible Strategy.

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.

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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils where needed. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • 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 make sure it meets the needs of all pupils 	<p>Long Term – Create a calm classroom with resources to support the children with social communication difficulties.</p>	<p>Funding to be agreed with council.</p> <p>Resources need to be purchased.</p> <p>Room to be converted.</p>	<p>SENCO</p> <p>GW</p> <p>DB</p>	September 2023
		<p>Medium Term – All staff have appropriate knowledge to support the children with additional needs in the curriculum.</p>	<p>Training to be organised with specialists as needed. E.g., Visual impairment specialist teacher, teacher of the deaf, speech and language therapist, SEND team.</p> <p>Resources purchased linked to the specialist curriculum.</p> <p>Relevant staff have access to the SEN folders on children they are supporting.</p>	<p>SENCO</p>	Ongoing

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height 	<p>Medium Term – a 'roof' put on the 'blue room' to soundproof the space for children who are hard of hearing.</p> <p>Long Term – a disabled bay outside the front of school.</p>	<p>Quotes to be gathered by caretaker.</p> <p>Supporting report written by teacher of the deaf.</p> <p>High Needs Top Up Funding to be agreed with the council to fund the roof.</p> <p>Liaise with the local authority to organise a disabled bay outside the front of school.</p>	<p>SENCO Caretaker ICA</p> <p>GW</p>	<p>December 2023</p> <p>December 2023</p>
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"> • Staff trained on 'Signalong'. • Pictorial or symbolic representations using 'Widget'. • Sign language used in assemblies. 	<p>Medium Term – 'Widget' used consistently as visuals throughout the school.</p> <p>Long Term – Additional staff trained on Signalong.</p>	<p>Staff to be trained on 'Widget'.</p> <p>Visuals to be made around the school.</p> <p>Staff to be sent on training throughout the year.</p>	<p>SENCO</p> <p>SENCO</p>	<p>July 2024</p> <p>On going</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 by the governing body.

It will be approved by the governing body.

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
- SEND policy.
- Supporting pupils with medical conditions policy