

Gobowen Primary School Accessibility Plan



Co-ordinator:

Mrs A. Boulton

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1. Vision Statement

Nurture Grow Flourish

At Gobowen Primary School, all staff are committed to ensuring:

That from each starting point, all pupils reach their full potential within an outstanding and inspirational learning environment.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 will be carried out by the SENDCo and the SEND link governor.

The plan will then be approved by the full Governing Body.

This policy should be read alongside our Disability Equality Scheme, Race Equality Policy, Medical Needs Policy, Teaching and Learning Policy, Behaviour Policy and SEND Policy.

1) The Gobowen Primary School Accessibility Plan has been developed based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Gobowen Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the light of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Gobowen Primary School Accessibility Plan shows how accessible our school is and how it needs to be improved for disabled pupils, staff and visitors to the school within and anticipating the need to make reasonable adjustments to accommodate their needs. The Accessibility Plan contains relevant information and actions to:-

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it

also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve links with and the delivery of **written information** to pupils, staff, parents and visitors with disabilities; for example, information about the school and school events; the information should be made available in various preferred formats where necessary.

5) The Gobowen Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

8) The Accessibility Plan will be published on the school website.

9) The Accessibility Plan will be monitored by our Health & Safety committee.

10) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the SEND response, a survey of parents' views, or in other communication with parents such as parents' evening. We have an 'open door' policy and endeavour to maintain regular dialogue with parents.

Physical Environment

Disabled pupils are able to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs, but there are very few parts of the school to which disabled pupils have limited or no access at the moment. There is ramped access front and back with a low push button at the main door. We have a disabled toilet. There are no steps within school. All fire exits are level except the one at the far end of the school by the staffroom. If a disabled pupil needed to use this exit, there would be a designated person assigned to ensure the disabled pupil could be aided to exit the building safely.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. We endeavour to make arrangements to include disabled pupils as much as possible. Our graduated response to SEND and SEND monitoring ensures this. We endeavour to manage other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care. In effect, all the school's policies and procedures are based on equality and inclusion.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information can be planned, where necessary, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. There is ramped access front and back with a low disabled push button to open the door at the main entrance. We have a disabled toilet with an emergency pull cord. There are no steps within school.

Most fire exits are level and the ones that are not have a small, single step down. If a disabled pupil needed to use one of these exits, there would be a designated person to ensure they could be aided to exit the building safely. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The school has internal emergency lighting, signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Action Plan

- Liaise with nursery providers to review intake for September, if children do not attend our own nursery
- On-site car parking for staff and visitor includes a dedicated disabled parking bay
- Review statutory policies to ensure that they are inclusive
- Continue to establish close liaison with parents
- Establish contact with specialist external agencies where possible
- Monitor progress of disabled pupils when they are on roll
- Ensure parents and other adults who come in to school have disabled access. Where appropriate, disabled parents can be granted special permission to drop off and collect their children using the staff car park and main entrance, which is otherwise not permitted by parents.
- Ensure all pupils with SEND have access to the curriculum and are making progress (SENCo on-going monitoring)
- Whole school training on accessibility where necessary

Review Date: Sep 2026, Mrs A Boulton