



# **Gainsborough Primary school**

## **Accessibility Plan**

### **2015 – 2018**

**This policy should be read with the following policies:**

- **Inclusion Policy**
- **Equalities Policy**

<b>Agreed by:</b>	FGB	
<b>Reviewed:</b>	November 2015	
<b>Review Date:</b>	November 2018	

At Gainsborough, we have enthusiastic staff who are committed to high standards of learning and behaviour. The school has a wonderful 'family' atmosphere that gives children a secure and happy environment in which to learn.

Our aim is to provide exciting, challenging and high quality learning opportunities for all children within a safe and caring learning environment. We value learning through experience; learning core skills in ways that are memorable and enable the children to apply these skills in all aspects of life.

Our curriculum motivates the children to ask questions, see connections between things and enables the children be self-reflective about the world around them. We set learning challenges which lead to high levels of engagement. We constantly strive for better and this means the children achieve the highest possible standards.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

### **Definition of Disability according to the Equality Act 2010:**

A person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities

The Accessibility Plan is structured to complement and support the school's Equality Duties, 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.

### **Objectives**

Gainsborough 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, emotional and cultural needs. We are committed to taking positive action in accordance to the Equality Act 2010 with regard to disability and to continue our culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Gainsborough Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the

need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; 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 within a reasonable timeframe.
- 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 the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include letters, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, completed by the health and safety officer and SENCo. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- Inclusion Leader
- SENCo
- School Business Manager
- Site Managers

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.

The Accessibility Plan will be monitored through the Governors.

Approved: Full Governing Body

Date: 24.11.15

**Schedule 10: Action Plan A – Improving Curriculum Access**

Aim	Actions to be taken	Time Scale	Cost	Person responsible	Date completed
To review that lessons are well differentiated for all children.	<p>SMT to provide support to teachers in differentiating lessons.</p> <p>SMT and SENCo to monitor quality of differentiation and provision for SEN children.</p> <p>Subject leaders to support teachers in differentiating lessons.</p> <p>SENCo to support teachers in planning activities for SEN children.</p> <p>Training to be offered to staff on differentiation</p>	Ongoing	N/A	SMT SENCo Subject leaders	
To ensure interventions are appropriately chosen for children	<p>SENCo/Class teacher to have meeting about concerns regarding children in class.</p> <p>From meetings SENCo and teacher agree intervention for their children.</p> <p>Interventions are monitored and progress is recorded.</p> <p>Catch up Literacy and Numeracy is used to target KS2 children.</p>	Ongoing  January 2016	£2300	SENCo Class teachers Intervention staff	
To review that classrooms have appropriate visuals to support all children.	<p>SENCo to monitor that classrooms have visual timetables in place.</p> <p>SENCo to provide visuals for classrooms where needed.</p>	January 2016/Ongoing	N/A	SENCo Class teachers	
To ensure staff are aware of childrens					

needs and how best to support them					
To promote participation and independence of all children	SENCo and Inclusion Manager to carry out learning walk with a focus of SEN children working independently. SENCo to carry out audit of resources within the classroom Staff training on how to encourage independence and the benefits of children working independently.	July 2016	Possible cost of resources if gaps are identified	SENCo, Inclusion manager, Class teachers	
To ensure all school trips are accessible for all children	Class teachers to plan trips well in advance and check all childrens needs can be catered for. Pre-visits to check access and route to trip destination.	Ongoing	Possible costs of taxi's for SEN children	School visit co-ordinator, class teachers, Inclusion team	
To make adjustments to after school clubs so that they are accessible to all children.	Audit of clubs to check on accessibility. Any adjustments made to clubs so that they are accessible. Provide extra adult support where necessary.	February 2016/Ongoing	Possible costs of extra adult	Extended schools leader, inclusion team, head teacher	

## Schedule 10: Action Plan B – Improving Physical Access

An access audit was carried out in November 2015 by the Health and Safety officer and SENCo. The following actions were recommended.

Ref	Aim	Actions to be taken	Time Scale	Cost	Person responsible	Date completed
Checklist 1 – Approach Routes and Street Furniture	To ensure access to the school from the street is accessible for all people visiting the school.	Resources/staff available to support deaf/blind people when coming into school.	Ongoing	Price to be sought	Health and safety officer	
Checklist 2 – Car Parking	To ensure accessible bays are clearly signposted and marked.	Work with the Adult Learning Centre to ensure accessible bays are clearly signposted, marked and easily accessible.	Ongoing	N/A	Site supervisor and Adult Learning Centre	
Checklist 3 – External Ramps	To ensure all external ramps are suitable.	Colour contrast between the surface of the ramp and the ground.	August 2016	Price to be sought	Site supervisor and finance officer	
Checklist 4 – External Steps	To ensure all external steps and hand rails are suitable.	Colour contrast between handrails and walls/stairs/ground. Visual warning signs at the top and bottom of steps.	August 2016	Price to be sought	Site supervisor and finance officer	
Checklist 5 - Entrances	To ensure the main school entrance is identified and accessible for all people.	Accessibility button fitted to outside entrance door	August 2018	Price to be sought	Head teacher and finance officer	
Checklist 6 – Reception are and lobbies	To ensure all visitors can communicate with office staff.	Induction loops to be fitted	July 2018	Price to be sought	Head teacher and finance officer	
Checklist 7 –	To ensure all corridors	Keep corridors clear from	Immediate and	N/A	All members	

Corridors and Internal surfaces	and internal surfaces are free from obstruction and easily accessible.	obstructions	ongoing		of staff	
Checklist 8 – Internal doors	To ensure all internal doors are suitable and usable by all.	Accessibility buttons attached to heavy internal doors Classroom doors to be reviewed to ensure wheelchair users could see into classroom	August 2018 August 2018	Price to be sought	Head teacher and finance officer	
Checklist 9 – Internal Ramps	N/A					
Checklist 10 – Internal stairs	To ensure all internal stairs are suitable.	All people that require assistance using the stairs to use the staff stairs or given the option to use the lift.	Immediate	N/A	Head, Office staff	
Checklist 11 - Lifts	To ensure the lift is usable and accessible	Regular service/maintenance	Ongoing	Contract in place	Head teacher and finance officer	
Checklist 12 – WC Provision and changing areas	To ensure the toilets and changing areas are usable and accessible.	Maintain current standards	Ongoing	N/A	Head, site supervisor	
Checklist 13 – WCs: Wheelchair Users	To ensure disabled toilets are easily accessible.	Door – grab rails and signs on doors Grab rails around toilets to be fitted Back rests to be fitted Flush handles to be changed for spatula type Cord alarms to be fitted with two triangular bangles and red cord	April 2016	Price to be sought	Head, finance officer, site supervisor	
Checklist 14 - Facilities	To ensure all facilities are well maintained and	Induction loop fitted in main hall	July 2018	Price to be sought	Head teacher and finance	

	suitable.	Chairs with armrests available in each classroom	August 2018		officer	
Checklist 15 – Way finding	To ensure all people can move around school independently.	Signage available in Braille  Signage in the reception area available to hand to people with sight impairments  Stairwell levels to have signs identifying the different levels.	August 2017  August 2017  December 2017	Price to be sought	Head teacher and finance officer	
Checklist 16 – Lighting and acoustics	To ensure induction loops are fitted in key areas.	Fit induction loops in reception and dinner hall	July 2018	Price to be sought	Head teacher and finance officer	
Checklist 17 – Means of escape	To ensure everyone is aware of evacuation procedures in case of an emergency	Evac chair training yearly	Yearly	Price to be sought	Health and safety officer	
Checklist 18 – Building management	To ensure all areas of the building are kept free from hazards.	Maintain current standards	Ongoing	N/A	Head, site supervisor	

**Schedule 10: Action Plan A – Improving the delivery of written information**

<b>Aim</b>	<b>Actions to be taken</b>	<b>Time Scale</b>	<b>Cost</b>	<b>Person responsible</b>	<b>Date completed</b>
To develop ways of providing written materials in different formats when specifically requested.	The school to make themselves aware of the services available for converting written information into alternative formats.	May 2016	Possible cost implications on providing different forms of written information	SENCo	
To adjust school website to include translate buttons for parents to use.	Speak to NPW about having translate buttons on school website	January 2016	N/A	Head teacher, SENCo	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Class teachers to hold parents' evenings by phone or to send home written information.	Termly	N/A	Head, Class teacher	
To review languages in school and check they are visible throughout school	Some key signs throughout school to be multi-lingual.	July 2016	Possible cost implications on providing signs with different languages	EAL teacher	