



# Gilbert Colvin Primary School

## Accessibility Plan

### Gilbert Colvin Primary School-Our Vision

At Gilbert Colvin Primary School, we believe that all our pupils have the potential to be changemakers. We believe that confidence, self-esteem and strong moral values are the keys to successful futures.

We empower every member of the school community to embrace challenge, have a passion for learning, take risks, collaborate, and aspire to achieve their best.

Our pupils thrive in a caring environment which provides excellent educational opportunities and memorable experiences to prepare our pupils for a positive future.



**As a Rights Respecting school this document supports the following articles:**

**23. You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.**

**28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.**

**29. Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.**

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| <b>Date of approval</b> | <b>Awaiting approval: November 2022</b> |
| <b>Next Review Date</b> | <b>October 2025</b>                     |

## **Vision statement**

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

At Gilbert Colvin Primary School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school. The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010. Increasing the extent to which pupils with disabilities can participate in the school curriculum; Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;

### **Improving information delivery to pupils with disabilities.**

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers. Undertake reasonable adjustments to enable staff to access the workplace.

### **Definition of disability under the Equality Act 2010**

If you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### **Development and Review**

The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.

The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

### **Aims and objectives**

Our aims are to:

- 1. Increase access to the curriculum for pupils with a disability**
- 2. Improve and maintain access to the physical environment**
- 3. Improve information delivery to pupils**

The table below sets out how the school will achieve these aims:

## Access to Curriculum

| Target   | Who                             | Actions to be taken  | Resources  | Time                 | Success Criteria   |
|--|---------------------------------|--|--|----------------------|--|
| Effective communication and engagement with parents  | SENCo<br>SLT<br>Class teachers  | Termly meetings with parents<br>Annual Review meetings with SENCo  | Time allocated   | In place and ongoing | Parents/carers fully informed about progress & engage with their child's learning                                    |
| Training for staff on increasing access to the curriculum for all pupils                               | SENCo<br>SLT                    | Epipen training<br>Intimate care policy signed by relevant staff.<br>Training from SENCO and Specialist Education and Training Support Service (SEaTSS on Inclusive strategies and four main broad areas of SEND.<br>Access to courses, CPD<br>Online resources for CPD shared with staff<br>Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. | Training time<br>TA time allocated   | In place and ongoing | Increased access to the curriculum<br>Needs of all learners met<br>Maintain records of staff trained                 |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils | SENCo<br>SLT and class teachers | Strategic deployment of support staff.<br>Use of ICT e.g.: Lexia<br>Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured overlays, pencil grips, adapted pens, chew/fiddle toys, resources for pupils with EAL.<br>Ensure specialist equipment (e.g.: hearing aids) is checked daily and seek  | Specific apps to support learning on iPad<br>Other resources as required for individual pupils | In place and ongoing | Positive impact on pupil Progress.<br>Barriers to learning are removed by use of specialist equipment and resources. |

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|  |  | advice if needed from Vi and HI specialist teachers.  |   |                            |   |
| Adaptations to the curriculum to meet the needs of individual learners   | SENCo<br>Assessment<br>Lead<br>Class<br>teachers | Pastoral support,<br>timetable adaptations<br>Individual<br>physiotherapy/OT<br>programmes/ Speech<br>and language therapy<br>programmes Use of<br>access arrangements<br>for<br>assessment/National<br>tests | Termly SALT/<br>Occupational<br>therapy/Sensory<br>team/Physio as<br>required | In place<br>and<br>ongoing | Needs of all<br>learners met<br>enabling<br>positive<br>outcomes              |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | SENCo<br>SLT<br>Staff<br>leading<br>clubs        | Risk assessments will be undertaken where appropriate<br>Providers will comply with all legal requirements  | Any specialist equipment needed to allow a child to access a club             | Ongoing                    | Increased access to the extra-curricular activities for all pupils with SEND. |

### Access to Physical environment

| Target  | Who | Actions to be taken   | Resources         | Time                 | Success Criteria                                    |
|---|-----|---|-------------------|----------------------|---|
| Provision of wheelchair accessible toilet                         | HT  | Maintain wheelchair accessible toilet with waste bins   | Maintenance costs | In place and ongoing | School will be more accessible for wheelchair users |
| Access into and around school and reception to be fully compliant | HT  | Designated disabled parking<br>Wide doors and corridors<br>Clear route through school<br>All pupils, staff and visitors are aware of the Evacuation Plan<br>Personal Emergency Evacuation Plans (PEEPs) will be completed where necessary | Maintenance costs | Ongoing              | School will be more accessible for wheelchair users |
| Maintain safe access around exterior of school                    | HT  | Ensure that pathways are kept clear of vegetation   |                   | Ongoing              | People with disabilities can move unhindered        |

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|  |    |   |  |         | along exterior pathways                                    |
| Maintain safe access around the interior of the school | HT | Awareness of flooring, furniture and layout in planning for disabled pupils |  | Ongoing | People with disabilities can move safely around the school |

### Access to Information

| Target   | Who                      | Actions to be taken   | Resources   | Time    | Success Criteria   |
|--|--------------------------|---|---|---------|--|
| Availability of written material in alternative formats                    | SLT<br>SENCo             | Monthly newsletter emailed to parent/carers<br>Improve availability of information for parents – display appropriate leaflets for parents to collect<br>Email appropriate information leaflets to parents<br>Key content published on school website<br>Provided translated documents where possible<br>Parents able to access information through interpreters and translation of documents into other languages where possible. | Contact details and cost of translation / adaptation            | Ongoing | All parent/carers will be up to date and well informed of school information |
| Ensure documents are accessible for pupils with visual impairment<br>Class | Class teachers/<br>SENCo | Seek and act on advice from sensory support advisor on individual pupil requirements<br>Use of magnifier where appropriate<br>Ensure large, clear font used in documentation  | Loan/purchase costs of magnifier or other Specialist equipment. | Ongoing | Pupils able to access all school documentation                               |