Griffydam Primary School

Achieving Together

Accessibility and Equality

Policy/Plan

2016 – February 2019
1. Vision Statement

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 can be delegated to a committee of the Governing Body, an individual or the Head. At Griffydam Primary School the Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors. The current Plan is attached to this document as Appendix 1.

At Griffydam Primary School we are committed to working together to provide an inspirational and exciting learning environment, underpinned by our values, where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2. 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,

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. The school then ensures that an adaptations or requirements are in place prior to the child stating our school. If this is not possible then as soon as possible after the child has started school. Regular contact with the School Nurse, the community paediatrician or any other health care professional that is involved with the child, is maintained at all times and a dialogue with all parties involved with the wellbeing of the child, a priority.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Griffydam 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 spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Griffydam’s 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 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 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Griffydam’s 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
• Behaviour Policy
• Curriculum Statement
• Admission Policy
• Equality Plan
• School Prospectus
• School Improvement Plan
• Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the SEND Governor

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

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

Approved _____________________________

Date _____________________________

Physical Environment

Disabled pupils 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 need, but the school works hard to overcome these challenges and provide all children with the same opportunities.; There are no parts of the school to which disabled pupils have limited or no access to, but there are areas where children/adults would need assistance i.e. entry into the two classrooms in the Mobile.

Curriculum

There are areas of the curriculum to which some disabled pupils may have limited or no access. 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 are aware that other issues may affect the participation of disabled pupils, for example; peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in
effect, all the school’s policies and procedures, written and unwritten. As a school we take proactive action to ensure that all children have equal access to the curriculum.

Information

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

4. Access Audit

The main building is an old building but improvements and adaptations have enabled it to be accessible to all. A disabled toilet is available in the main building. A ramp gives wheelchair access to our mobile building through the fire door.

The school has internal emergency 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 Headteacher will work closely with the Local Authority as required.
<table>
<thead>
<tr>
<th>Target</th>
<th>Strategies</th>
<th>Timescale</th>
<th>Responsibilities</th>
<th>Success Criteria</th>
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</thead>
<tbody>
<tr>
<td>AIM: To ensure that all disabled pupils can participate fully in the school curriculum and that staff, visitors and children are working/visiting in a safe environment</td>
<td>Liaise with parents and other pre-school providers to review the potential intake.</td>
<td>Identify pupils with additional needs who might need different provision</td>
<td>On going</td>
<td>SLT EYFS teacher</td>
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<tr>
<td>Review all statutory policies to ensure that they reflect inclusive practice and procedure</td>
<td>To comply with equality act 2010 and code of Practice 2014</td>
<td></td>
<td>Ongoing</td>
<td>HT Teachers Governors</td>
</tr>
<tr>
<td>To continue to liaise with appropriate outside agencies</td>
<td>Ensure collaboration between all key personnel</td>
<td></td>
<td>Ongoing</td>
<td>HT DHT Teachers Outside agencies</td>
</tr>
<tr>
<td>Review attainment of SEN pupils</td>
<td>Scrutiny of assessment Talking to parents/carers</td>
<td>termly</td>
<td>SENCO SLT Teachers</td>
<td>Progress is being made towards targets</td>
</tr>
<tr>
<td>Take account of preferred learning styles when teaching</td>
<td>Visual timetables in all classes Discussion with children and provision in teachers planning</td>
<td>ongoing</td>
<td>Teachers</td>
<td>Variety of learning styles and multi-sensory activities evident in lessons and classrooms</td>
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<tr>
<td>Review and evaluate targets and report to governors</td>
<td>Lesson obs Learning walks questionnaires</td>
<td>Annually</td>
<td>HT SLT Governors</td>
<td>Governors fully informed &amp; auctioning where improvements need to be made</td>
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<td>To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of the education offered</td>
<td>Carry out an audit of facilities Carry out a ‘walk’ to identify potential difficulties</td>
<td>Ongoing</td>
<td>HT DHT Governors</td>
<td>School is accessible and safe for all pupils, staff and visitors</td>
</tr>
<tr>
<td>Improving the outdoor spaces and buildings</td>
<td>Always taking account of the needs of the pupils, staff and visitors with disabilities when planning and undertaking improvements and refurbishments</td>
<td>Ongoing</td>
<td>HT Governors</td>
<td>Enabling needs whenever possible</td>
</tr>
<tr>
<td>Ensure visually stimulating environment for all children possible</td>
<td>Colourful, lively displays. Inviting role-play areas. Rolling programme of decoration and refurbishment</td>
<td>Ongoing</td>
<td>HT Teachers TAs Governors</td>
<td>Lively, attractive, inviting environment maintained</td>
</tr>
<tr>
<td>Ensuring all with a disability are involved</td>
<td>Ascertain access needs of all stakeholders are met Confidential questionnaires for all</td>
<td>Yearly</td>
<td>HT Chair</td>
<td>Enabling needs are met when possible</td>
</tr>
<tr>
<td>Ensure the medical needs of pupils are fully met within the capabilities of the</td>
<td>Conduct parent interview; liaise with external agencies identifying training needs and protocols needed. Ensure Individual Health</td>
<td>Ongoing</td>
<td>HT Teachers Administrator Outside Agencies</td>
<td>Medical needs of pupils met</td>
</tr>
<tr>
<td>Requirement</td>
<td>Action</td>
<td>Frequency</td>
<td>Responsible Party</td>
<td>Note</td>
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<td>Ensuring disabled parents have equal opportunities to be involved in school</td>
<td>Carry out an audit of potential difficult areas</td>
<td>As required</td>
<td>HT, Governors, All staff</td>
<td>Parents with disabilities are able to access the same opportunities as an able bodied parent. Disabled parents not discriminated against and able to take an equal active role in their child’s education.</td>
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