



Girton Glebe Primary School Accessibility Plan

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Ensure all teachers and TAs have all the necessary for the needs of the children, e.g. Autism, SALT, dyslexia, epilepsy and motor development.	SENCO to monitor and ensure staff offered appropriate support and training as required.	SENCO	Ongoing	Staff working with children with specific needs have the best information for supporting the children.
Increase access to extra-curricular activities and visits, including residential trips for pupils with a disability.	Extra-curricular activities can be accessed by all children, with adaptations as necessary.	Extra-curricular activities to be allocated in the same way for all pupils. Children requiring additional support will be identified and supported	Clubs coordinator to liaise with SENCO over needs of children allocated to clubs.	SENCo/ Head teacher, teachers.	Ongoing	Pupils with additional needs will be able to successfully access extra-curricular activities.

	All visits to be planned to ensure access to all pupils, e.g. through additional 1-1 support, adaptation of activities, access to transport or additional preparation for the visit.	appropriately. Planned visits, will take into account the needs of specific pupils. Children with additional needs will be able to access residential visits.	Staff to consider the additional needs of their children when planning trips and seek advice from SENCO if needed. Staff to work with Head, SENCo, parents and pupils to plan appropriate provision for children to be able to access residential visits.		As required	Pupils with additional needs or disabilities will be able to attend visits, including residential trips.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Accessible paths to both school gates. • Doorways left clear at all times. 	All classrooms are set out to enable anyone with additional needs to move around in the way they need to. Maintenance of the disabled toilet and equipment, such as changing bench.	H&S walks to check all access points. Site manager to ensure facilities are appropriately maintained.	Head teacher and H&S governor	Ongoing	Anyone with additional needs can access areas of the school as they need to. Disabled toilet facilities, changing bench and grab rails are always in good working order.
Improve the delivery of information to pupils with a	Our school uses a range of communication methods to ensure information is accessible. This includes:	Signage including picture signage is not obscured.	Site manager to check signage is not obscured and remedy as necessary.	Head teacher and H&S governor	Ongoing	Pupils are able to access information across the school that is appropriate to them.

disability	<ul style="list-style-type: none"> • Internal signage • Large print resources/ alternative colour backgrounds • Pictorial or symbolic representations 	Children who need access to different print/ background colour any able to access this as needed.	SENCO to ensure that children requiring information differently are provided with it.	SENCo	Ongoing	Children have access to information in appropriate size and colour print.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are accessible.	Ensure all corridors remain clear to allow easy access.		
Parking bays	Disabled parking bay.	Disable parking bay to be kept clear unless authorised person is using it.		
Entrances	Doors opened by the office staff. Buzzer outside to call office.	Buzzer is too high for a wheelchair user and needs to be lowered.		
Ramps	Ramp up to main entrance including grab rail. No other ramp access to the back of the building. Level entry to playground and KS1 classrooms/ main corridor.	Access via main corridor or front entrance only for KS2 children. Step between EYFS classroom and outdoor area.		
Toilets	Disabled toilet and changing facility.	Ensure area remains clear to allow easy access.		
Reception area	Open plan area with seating.	Ensure area remains clear to allow easy access.		
Internal signage	Disabled toilet and green exit signs.	Ensure signage remains intact.		

Emergency escape routes	Routes to forest area for fire evacuation.	Only 1/7 classes has 'no step' access to fire assembly point.		
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