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Gladstone Park Primary Accessibility Plan

Date: (2021-2023)

Purpose

This Accessibility Plan is designed to ensure that Gladstone Park Primary School complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the school

- Not discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.*

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan relating to the above three planning duty areas which we have completed after the Accessibility Plan were completed. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

Appendix 1: Accessibility Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	None	None	NA	No
1.2 Are there high expectations of all pupils and staff?	None	None	None	No
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	None	None	None	No
1.4 Are pupils equally valued?	None	None	None	No
1.5 Do staff seek to remove all barriers to learning and participation?	None	None	None	No
1.6 Are lessons made accessible to all students?	None	None	None	No
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?	None	None	None	No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Medical conditions of several children with high needs needed staff with specific training to follow Care Plans accurately	Yes	Training	Yes
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Need for trained staff at several places in the school building	Yes	Training	No
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	NA currently	No	Training	No
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	New teachers not always aware of resources available	No	Training	No

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	NA	No	None	No
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	NA	No	Where there is a lack of suitable devices at home, school will provide one for home use.	No
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	None	Yes	None	No
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	None	None	None	No
3.5 Do you have the facilities to produce written information in a variety of font sizes?	None	None	None	No
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	Making staff aware of the guidelines	None	Training	Yes

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
4. The physical environment <i>Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	Staircases unsuitable for wheelchair users	Yes	Physical environment	Yes
4.2 Are toilet facilities and showers accessible to wheelchair users?	None	No	Physical environment	No
4.3 Are there safe pathways of travel around the school site and parking arrangements?	None	No	Physical environment	No
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	None	No	Physical environment	No
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	None	No	NA	No

4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	None	No	NA	No
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	Poor acoustics in Sports hall	Yes	Physical environment	Yes
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	None	No	Physical environment	No
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	No visual component	Yes	Physical environment	Yes

Appendix 2: Accessibility Plan template

Short term	
Targets	<p>All children with significant medical needs have their needs met by suitably trained staff</p> <p>All pupils requiring technology to support learning at home due to parents being unable to support are provided with equipment and appropriate software</p>
Strategies	<p>Training for relevant staff by Diabetes team from hospital diabetes team and other training for additional medical needs</p> <p>Form strong liaisons with hospitals providing care plans</p> <p>Children with parents who are unable to communicate orally at home are provided with a laptop and software to assist their learning i.e. Mathswizz, Bug Club</p> <p>Guidance from above is made available to all staff.</p>
Outcome	<p>The school provides expert care for all pupils with type 1 diabetes and other identified medical needs</p> <p>All children have access to oral stimulus at home via technology if parents unable to provide this</p>
Timeframe	By end of Dec 2021
Goals achieved	<p>New Welfare staff trained for all medical conditions</p> <p>IT staff provide suitable laptops with appropriate software loaded on to it</p>

Medium term	
Targets	One ground floor classroom is always available for a KS2 class should a wheelchair user be in the class
Strategies	All staff to be made aware of the KS2 classroom on ground floor and rationale
Outcome(s)	All Key Stages have a classroom on the ground floor
Timeframe	During Term 1 2021
Goals achieved	Physical movement around school is safe for all children and staff

Long term	
Targets	The acoustics of the Sports hall be improved as finances allow Visual components to be installed around the school for emergency evacuation procedures as finances allow
Strategies	Source methods and costings
Outcome(s)	Over three-year period the school's sports hall will be improved acoustically
Timeframe	Begins in Term 3 2022.
Goals achieved	Auditory and visual emergency evacuation aspects of the school improved

