



ACCESSIBILITY POLICY

**March
2023**

Date	March 2023
Compiled by	K Dearing
Ratified by Governors	29 th March 2023 (SEC Committee)
Date for review	March 2024
Amendments	

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in our community for pupils, and prospective pupils, with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community.

Principles

Compliance with the DDA is consistent with Godfrey Ermen's aims and equal opportunities policy, and the operation of Godfrey Ermen SENDs policy. Godfrey Ermen recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

In performing their duties governors and staff will regard the DRC (Disability Resource Centre) Code of Practice Part 16 (2007).

At Godfrey Ermen Memorial CE Primary School, we recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

At Godfrey Ermen Memorial CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each

child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This plan sets out the proposals of the governing body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school, access education and participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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

The main priorities in our school's plan are:

Access to the curriculum and related activities

At Godfrey Ermen we will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

Access to the Physical environment

1. At Godfrey Ermen we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.
2. Installing a second disabled toilet facility in KS2 to make access for disabled pupils easier and so that it has less impact on learning time.

3. Replace original steps to improve wheelchair access.

Access to Information

1. At Godfrey Ermen we will try to ensure that we are aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
2. Provision of translation service for EAL parents.
3. Use of interpreters for both statutory and non-statutory reviews.

Linked Policies

This plan will contribute to the review and revision of related school policies eg

School Improvement Plan

SEN policy and information report

SEN local offer

Equality Scheme

This accessibility plan will be available from school upon request and will also be displayed on our school website alongside our Equality Scheme.

Date:

Signed

Head Teacher

Chair of Governors

Accessibility Plan

Action Plan A – Improving Physical Access

Objective	Lead	Strategies	Success Criteria	Time frame
Maintain safe access around exterior of school.	Site Manager SBM	<ul style="list-style-type: none"> Ensure that pathways are kept clear of vegetation and debris. 	Access is safe and unhindered along exterior pathways.	On-going
Improve access to disabled toilet facilities around school	SBM HT OL3	<ul style="list-style-type: none"> Identify an area of school for redevelopment closer to the KS2 classrooms Design to be completed and tenders received Budget assigned to the remodelling 	Improved disabled toilet access. Area is more suitable for wheelchair users. Access to curriculum time is improved.	Summer Term 2023 – Autumn Term 2023
Access into school and reception to be fully compliant with DDA legislation.	Governors HT	<ul style="list-style-type: none"> Designated disabled parking Lifts fitted where necessary and regularly maintained. Clear route through school for disabled people, allowing access to all areas. Ramps fitted and maintained as necessary. 	Physical accessibility of school is increased.	On-going
Improve signage to indicate access routes around school.	Site Manager SBM	<ul style="list-style-type: none"> Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area. 	Wheelchair users are aware of wheelchair access to all parts of the school.	July 23
Improvements to aid those with a visual impairment.	Site Manager SBM	Maintenance of external steps highlighted in yellow	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained	Ongoing
Improve the quality of provision for children with specific emotional needs.	HT DHT SENDCo	Increase number of tranquil spaces within school for pupils with additional needs.	All pupils who need access to a nurture-style environment due to emotional needs have a designated space (described in Learning Support Plan or Individual Behaviour Plan).	In place /Ongoing

Ensure safe working practices for school staff	HT SBM	Follow the 'Jolly Back' guidance from Salford Occupational Health. Purchase at least one appropriate chair to promote back health for EYs & KS1 classrooms.	The incidence of staff experiencing back problems is reduced.	In place/ Ongoing
--	-----------	--	---	----------------------

Action Plan B – Improving Curriculum Access

Objective	Lead	Strategies	Success Criteria	Time frame
Inclusive, quality first teaching.	All teaching staff	<ul style="list-style-type: none"> Ongoing training given to teachers on adaptive teaching and personalising the curriculum for pupils with additional needs. Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia. 	<ul style="list-style-type: none"> Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons 	In place and ongoing
Improve communication with parents of pupils with SEN.	HT SENDCo	<ul style="list-style-type: none"> Staff training Timetable meetings with parents of SEN SEN Surgeries with SENDCo 	<ul style="list-style-type: none"> Needs of all learners met. Parents fully informed. 	In place & ongoing
Extra-curricular activities, including school trips, are planned to ensure the participation of all pupils.	HT	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment. Any barriers to a pupil taking part in extra-curricular activities are addressed.	In place & ongoing
Classrooms are organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	HT SENDCo	<ul style="list-style-type: none"> All resources labelled and accessible. Personalised plans in place for children with SpLD. 	Smooth running of lessons will not be affected by the necessary adjustments to accommodate the needs of individual pupils.	In place & ongoing
Develop as an 'Autism Friendly' school.	SENDCo	Tier 2 training attended by two teachers and role of Autistic Champion developed in and across school.	<ul style="list-style-type: none"> Increased access to the curriculum for pupils with autism. Autistic Champion training completed and disseminated to staff Autism audit demonstrates that classroom practice is adapted to 	July 2023

			meet the needs of children with autism	
Achieve Dyslexia Friendly School Status	Lead Dyslexia Teacher	All systems in place for good Dyslexia Friendly School practise. Weekly support given to those children with Lead Dyslexia Teacher. All pupils supported using dyslexia friendly approaches.	<ul style="list-style-type: none"> • Increased access to the curriculum for pupils with dyslexia. • Dyslexia audit demonstrates that classroom practice is adapted to meet the needs of children with autism. • Dyslexia friendly practise evident in all aspects of school life. 	July 2023

Action Plan C – Improving the Delivery of Written Information

Objective	Lead	Strategies	Success Criteria	Time frame
Make available letter, newsletters and other information for parents/carers in alternative formats.	HT Admin Staff	Review all current school publications and promote the availability in different formats for those that require it.	The school will be able to provide written information in different formats for individual purposes.	In place/On-going
Make available written information in alternative languages.	EAL SL HT	Use resources from EMTAS to provide key information for EAL families.	School information will be available for all.	On-going/as needed.
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.	HT Admin Staff	Training provided where necessary.	Staff will be able to respond effectively to meet the needs of a pupil or parent with a disability.	As needed