

GHYLLGROVE PRIMARY SCHOOL



Accessibility Plan

Reviewed by the Governors: Autumn 2023

Date to be reviewed: Autumn 2026

Ghyllgrove Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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 eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Action Plan - See attached (Appendix 1)

Linked Policies

This Plan will contribute to the review and revision of related school aspects, e.g.

- school development plan
- finance
- premises
- SEN /Inclusion policy
- Equal Opportunities policy
- Curriculum policy

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Appendix 1

Date of Plan : Autumn 2023 Date of Review : Autumn term 2026 Member of staff responsible: SENCO

The plan was approved by the governing body

Objective	What	How	When	Success criteria
To ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Ongoing - yearly	School complies with requirements of DDA and Code of Practice
To improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	SENCo researches and discusses with staff dependant on needs of cohort of parents	Ongoing	School able to deliver information to all pupils and parents with disabilities
To ensure provision for disabled parents is provided	The school provides appropriate support for disabled parents at Parents Evenings, assemblies, parking facilities etc.	If deaf parents require communicator or interpreter to support the school will organise Special parking provision for parents who require it	ongoing	Parents given full access to school and information regarding the progress of their children
To ensure admission packs request additional medical information about the child	To review Admissions policy/pack yearly	Head Teacher to review annually	ongoing	School will be fully aware of the disability needs of all parents/carers and pupils
To review and evaluate all policies to ensure that they reflect the disability equality duty to pupils, staff and parents	All subject leaders, HT and DHT to review all policies	Class Teachers, HT and DHT to review, evaluate and feed back to staff at staff meeting	ongoing	All policies will reflect the disability equality duty

To ensure that all disabled pupils, staff and parents are fully aware of the definition of disability	SENCO to ensure that school prospectus defines disability	SENCO to review prospectus and share with all staff	ongoing-annually	School prospectus will reflect the disability equality duty by defining disability
To provide regular training for SEN TA's on use of specialist equipment	SEN TA's will attend courses and in-house training on specialist equipment for OT, SLT, HI , visually impaired etc.	SENCO, ToD, Class teachers, OT and SLT to work closely together.	ongoing	All pupils with a disability will have equal access to the curriculum
To improve access to the curriculum through the use of ICT	SENCO to purchase specialist ICT equipment for children who require	SENCO to work with SEN-ICT experts and external agencies e.g. OT to purchase appropriate equipment	ongoing	All pupils with a disability will have equal access to the curriculum through the use of ICT
To improve provision for children with ASD, ADHD and related disorders.	Develop staff's knowledge and skills in managing children with ASD/ ADHD etc.	Individual teachers and support staff to attend training on symbols, visual timetables, and develop knowledge of strategies required etc.	ongoing	Staff have increased confidence and skills in working with children with ASD/ADHD and related disorders. Improvement in staff knowledge will result in the children having increased access to the curriculum.
To ensure that school trips are made accessible to all	Class Teachers will ensure that all parents and pupils have access to the school trips	The teachers will visit the location before the visit to ensure that it is suitable for all and appropriate support will be provided for children to access the visit.	ongoing	Everyone will be able to access all trips
To ensure that teachers planning ensures opportunities for all pupils	Already in place but Class teachers will ensure that lessons are appropriately differentiated for the pupils in their class. Head Teacher will monitor planning to ensure differentiation	Weekly planning	ongoing	All planning will continue to meet the need of every individual child
To ensure that PLP's continue to accurately reflect the needs of	Class teachers write termly IEP's. SENCO reviews plans before being sent to parents	PLP's are written by the class teachers and checked by the SENCO or written by the	Termly-ongoing	PLP's will map out the Childs next steps in learning and

individuals and plans for interventions that are 'additional to and different' from those provided for other pupils.		ToD. IEP's are shared with TA's and support staff		outcomes will be judged against clear success criteria
To create a clear provision map of all Inclusion support in place to meet individual needs, including financial distribution of funding	SENCO in conjunction with the class teachers and SEN teaching assistants to complete a provision map to outline what support is in place for our SEN pupils	SENCO will complete SEN provision map and discuss with all staff at SEN meeting (termly)	ongoing	SENCO will have a clear understanding of SEN provision in the school and will allocate support when required. All pupils will be supported effectively
To continue SEN meetings with Class Teachers and Teaching Assistants	Class Teachers and Teaching Assistants have allocated time to discuss SEN pupils and vulnerable groups of pupils, PLP's and support activities	During In-Set time, staff are allocated SEN time.	ongoing	Class Teachers and Teaching Assistants will have a clear understanding of the needs of the pupils in their class allowing effective support to be put in place
To improve physical access for children & parents with disabilities.	New buildings include ramps for easy access for those with disabilities. New office buildings are DDA compliant.	Head Teacher ensured that this was included in the plans for any new building works Staff in reception will be aware of the difficulties for deaf people in using the entry system.	September	Walkways are installed that enables children & adults with disabilities to have easier access to new classrooms
To ensure appropriate working environments for pupils with hearing impairment	Rooms use by HI children will have good acoustics and radio aids or soundfield systems will be used appropriately.	Head teacher ensured that building standards were met for any new building works.	Ongoing	Children will be able to work in rooms with good acoustics and will have access to appropriate

		Room acoustics and audiology equipment monitored regularly by staff in RBHIC. All staff trained on the use of soundfields and radio aids where appropriate.		levels of sound across the curriculum.
To improve working environment for pupils with visual impairment	To take advice from outside agencies and adapt the environment as necessary	Seek advice from external agencies e.g. visually impaired support teacher	ongoing	Working environment adapted to improve visual environment.