



## **GLENFIELD PRIMARY SCHOOL**

### Accessibility Plan

Date or Review	January 2024
Next Review Date	January 2025
Headteacher	Kathy Martin
Chair of Governors	Lucy Wiles
Signed	Signed copy held centrally
Date	24/01/2025

## **Accessibility Plan**

At Glenfield 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 aim to promote an ethos of care and trust where every member of our school community feels that they 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.

There is a duty under the act to;

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

Glenfield 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. There is a commitment 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan looks at the provision of support from three perspectives i.e. the accessibility of physical environment, curriculum and information.

- 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;
- To ensure the curriculum is suitable for the needs of the individual children with specific needs to enable equality of access to the curriculum.
- 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

## Improving the Physical Environment

Statement	Evidence	Action require / when
The layout of areas such as classrooms, hall, reception, playground & field allows access for all pupils. Pupils and adults who use wheelchairs can gain access to all parts of the outer aspects of the school.	Ramps to playgrounds. Automatic entrance doors. Wheelchair friendly reception. School on one level throughout.	Ensure appropriate access to new play/ recreation areas.
Shower and changing facilities in place in the building,	Room in main corridor is accessible.	
Disabled Toilet available in front entrance and in both school corridors.	.	
Pathways around school are safe. There are no steps.	Side gate near Y4 is opened to reduce congestion at beginning and end of the school day.	
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bays by Main Entrance to the building.	Enhance signage October 2023
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. Risk assessments / Evacuation Plans in place when required for specific children	Evacuation Procedures updated October 2023 in relation to registers
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Neutral scheme to classroom displays from September 2023 and classrooms organised to reduce sensory/cognitive overload	When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sought from appropriate SEN Service and advisors.
All areas are well lit.	Audited by H&S.	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area. Specialist audio equipment in place for Hearing Impaired students.	Refurbishment or reconsider classroom allocations as appropriate.
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, writing slopes, wedge support etc	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	

## Improving Curriculum Access

Statement	Evidence	Action required / when
Teachers and TAs have the necessary training to teach and support pupils with a specific learning disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training; CPD information for staff. Performance and Appraisal paperwork. Outreach provision from external agencies Provision map	Regular SEN Staff Meetings updating advice.  On-going CPD on aspects as needed e.g. Autism
Appointment of TAs to work closely with physically disabled pupils as required in EHCP's	TA appointed in school assigned to pupils as stated by EHCP plan.	Review deployment annually
Pupils with BESDI/SEMH difficulties are supported in school.	Close liaison with Education Psychologist. Passports/IBP in place and shared with parents	Appointment of additional TAs hours for specific needs as required
Classrooms are optimally organised to promote the participation and independence of all pupils	Classroom space is appropriate and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment. Use of visual timetables in classrooms.	Consider Year Group classroom changes to best meet the needs of pupils.
Lessons provide opportunities for all pupils to achieve, i.e. through adaptive teaching and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.	Lesson observation records. Action plans Lesson Plans Passports Adaptive teaching is implemented in all lessons and is identified on Medium Term Plans.	Continue to implement personalized learning when appropriate.
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	Annual audit of participation.
Staff identify and plan for pupils, with specific learning difficulties so that the most appropriate to support is in place.	All staff aware of needs & detailed in planning/passports Appropriate training as required both with and from external agencies Additional meetings between SENCO and parents/ teachers/TAs each term.	Staff meetings and training regularly planned to raise teacher awareness. Senco to keep individual staff informed and induct new staff Resources purchased e.g. buff paper. Pupil page profile (EHCP) accessible to staff

IT equipment to be adapted for hearing impairment	Specialist equipment purchased as appropriate for individual children's needs.	Links with Specialist Advisory Support Service as needed.
School visits are accessible to all pupils, regardless of attainment or impairment. Extracurricular activities are planned to ensure accessibility for all pupils	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy	Adjustments as required.
All staff have high expectations for all pupils.	Lesson Observations, tracking and target setting in place.	Subject leadersto ensure staff are aware of what adaptations need to be made for accessibility
All staff strive to remove barriers to learning and participation and value pupil voice.	Lesson observations, Passport Reviews, School Council, Pupil survey.	Continuing CPD

## Access to Information

<b>Statement</b>	<b>Evidence</b>	<b>Action Required / When?</b>
Staff are familiar with technology and strategies to assist pupils, parents and carers with disabilities, e.g, positioning in class when talking to a hearing impaired learner.	External advice given by specialists. Lesson observations.	Staff meetings to discuss when needs arise On-going CPD to ensure most uptodate support and advice is accessed.
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Parent Officer work with parents and external agencies.	As required
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g. by reading aloud, using overhead projectors/PowerPoint presentations etc	IWB used in every class All staff read aloud & for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address. PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly and weekly newsletter sent to all parents Parent officer support for parents including translation as required.	